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A follow-up study of grads. of Salem vocational high school.

A FOLLOW-UP STUDY OF GRADUATES
OF SALEM VOCATIONAL HIGH SCHOOL

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Service Paper

A FOLLOW-UP STUDY OF GRADUATES
OF SALEM VOCATIONAL HIGH SCHOOL

Submitted by

Dorothea Regina Leonard
(A. B., Emmanuel College, 1935)

In partial fulfillment of requirements
for the degree of Master of Education

1948

First reader: J. Wendell Yeo, Professor of Education

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CHAPTER I

INTRODUCTION

The follow-up and adjustment service aspects of the school guidance program should be developed as integral parts of the total educational process. If school authorities are to be in position to evaluate the contribution of the school to the occupational adjustment of its graduates they should know the answers to such questions as the following: What becomes of our pupils after graduation? Have they taken advantage of further education? Where and in what type of employment are they engaged? Did they go directly to work upon completing their high school course? What was the contribution of the vocational school in making the graduate successful in his chosen career? How may educators provide better guidance and greater benefits for present and future students?

This study is concerned with the nature of the occupational adjustment of the graduates of a vocational school in an Eastern city.

The Concept of Follow-up

The definition given here of the follow-up as a function of guidance has been selected because it clearly indicates the meaning of the term as it is used in this study:

"When follow-up is defined as it ought to be, it is that set of purposes and techniques which enables the school to learn of the problems and adjustments of post-school youth, which enables the

school to continue the educative processes to such youth through guidance, and which insures for those still in school a continued effort to interpret the difficulties of post-school life such as most youth encounter."^{1/}

The Purposes of Study

The purposes of this study are to collect, organize, and interpret the kinds of information about graduates that will contribute to the following objectives:

1. To assist in the occupational adjustment of individual pupils over a longer period of time than the one year system used at present
2. To evaluate the curriculum and to ascertain the need for revising it, using as a basis for this work the experiences of former pupils
3. To guide future school leavers concerning occupational opportunities for which they seem especially fitted
4. To create an interest on the part of the faculty, parents, and others in the success of the school in order to show them the value of a well-organized guidance program

Procedure

This study is based upon a follow-up survey of the girls who completed the Home Economics and Commercial courses given by the Vocational High School of Salem, Massachusetts,^{2/} from 1941 to 1945. These classes were selected

^{1/} Robert G. Andree, A Post-School Youth Service for the Modern Secondary School, Unpublished thesis for Doctor's Degree, Harvard University Graduate School of Education, 1942, p.2.

^{2/} See Appendix A

because they are considered to be the most representative groups in this institution since its establishment in 1935. These two departments were chosen for study and comparison because they are the only ones available for girls, the others being for boys.

It must be borne in mind, however, that this entire period under investigation was not a normal one since it coincides with the years of World War II.

The written questionnaire technique was employed to gather information needed in the study. This method was deemed more practical than the more desirable interview technique^{1/} because the working schedules of former pupils were such that personal interviews could not conveniently be arranged.

A preliminary try-out questionnaire, accompanied by a personalized letter was prepared and sent to fifteen persons, these being three members of each of the five selected classes. All of these pupils cooperated in giving the desired comments and criticisms requested in the form. The suggestions and ideas received were incorporated into the final inquiry form.

All pupils attending the school, both boys and girls, cooperated by personally delivering and calling for the completed questionnaires. In many instances the graduates to whom the inquiry was addressed were older sisters and brothers of these same pupils; often they were relatives or neighbors.

1/ Edward Landy, "Occupational Adjustment and the School", National Association of Secondary School Principals, 24:83-88 (November, 1940).

W. T. Markham, "Follow-up Study", Occupational Information and Guidance Bulletin, No. XIV, (December, 1941), pp.4-12.

that they are considered to be the most representative groups in this situation since its establishment in 1952. These two departments were then for study and comparison because they are the only ones available for this, the others being for boys.

It must be borne in mind, however, that this entire period under investigation was not a normal one since it coincides with the years of the war.

The written questionnaire technique was employed to gather information in this study. This method was chosen more practical than the more reliable interview technique because the working schedules of former pupils were such that personal interviews could not conveniently be arranged. A preliminary try-out questionnaire, accompanied by a personal letter was prepared and sent to fifteen persons, these being three members each of the five selected classes. All of these pupils cooperated in giving the desired comments and criticisms requested in the form. The questions and those received were incorporated into the final inquiry form. All pupils attending the school, both boys and girls, cooperated by personally delivering and calling for the completed questionnaires. In many instances the questionnaires were returned when the inquiry was returned were often from and brothers of these same pupils; often they were relatives or friends.

W. K. Karpman, "Effect of Study," Occupational Adjustment and the School, National Association of Secondary School Principals, 2:10-12 (November, 1950).

W. K. Karpman, "Effect of Study," Occupational Adjustment and the School, National Association of Secondary School Principals, 2:10-12 (November, 1950).

On June 3, 1946, the questionnaire^{1/} and the letter^{2/} were delivered to 114 graduates; 107 individuals were reached by personal contact, seven by mail. Those forms mailed also included a stamped return envelope to facilitate the return of the completed form. School records, city and telephone directories, families and friends, were all consulted in an effort to locate the present addresses of graduates. It was often difficult to trace those who had married during the period being surveyed.

The messengers had previously been informed concerning the purpose and the content of the questionnaire in such a way that they were able to answer any questions the graduates might ask. This knowledge would serve to make the pupils themselves understand the benefits intended by the survey and to enable them to give similar information to the school upon their own graduation. Instructions were given to deliver the questionnaire and to set a date for the collecting of the completed form. This procedure worked out satisfactorily, for unnecessary calls were thereby kept to a minimum. In some instances telephone calls supplemented personal contacts.

The response to the questionnaire within the short period of 17 days was most gratifying. The success of the personal delivery system can be attributed to the interest and perseverance of the student messengers.

Out of a total of 122 graduates of the five classes concerned, seven could not be located and one was deceased. Thus 114 former pupils were asked to furnish data for this study. Within two days, 26 questionnaires (or 25 per cent) had been returned; by the end of the week, 69 others (or 66 per cent) had been received; in two weeks, 98 forms (or 94 per cent)

1/ See Appendix B

2/ See Appendix B

On June 3, 1960, the questionnaires and the letters were delivered to all graduates; 100 individuals were reached by personal contact, seven by mail. These letters mailed also included a stamped return envelope to facilitate the return of the completed form. School records, city and telephone directories, families and friends, were all consulted in an effort to locate the present addresses of graduates. It was often difficult to trace those who had married during the period being surveyed.

The managers had previously been informed concerning the purpose and the content of the questionnaire in such a way that they were able to answer any questions the graduates might ask. This knowledge would serve to make the pupils themselves understand the benefits intended by the survey and to enable them to give similar information to the school upon their own graduation. Instructions were given to deliver the questionnaire and to get a date for the collecting of the completed form. This procedure worked out satisfactorily. For unnecessary calls were thereby kept to a minimum.

In some instances telephone calls supplemented personal contacts. The response to the questionnaire within the short period of 15 days was most gratifying. The success of the personal delivery system can be attributed to the interest and perseverance of the student managers. Out of a total of 122 graduates of the five classes concerned, seven could not be located and one was deceased. Thus 114 former pupils were asked to furnish data for this study. Within two days, 90 questionnaires (or 78 per cent) had been returned; by the end of the week, 69 (or 60 per cent) had been received; in two weeks, 96 (or 84 per cent) had been received; and in three weeks, 100 (or 88 per cent) had been received.

Appendix B
Appendix C

had been sent back; and by the seventeenth day, 104 in all (or 91 per cent) had been assembled for survey purposes. This is shown in Table 1 below.

Table 1. Number of Replies Received According to Class and Curricula

Class	Home Economics			Commercial			Total		
	Sent		Returned	Sent		Returned	Sent		Returned
	No.	No.	%	No.	No.	%	No.	No.	%
1941.....	13	12	92.3	11	7	63.6	24	19	79.2
1942.....	15	13	86.7	8	7	87.5	23	20	87.0
1943.....	9	9	100	11	11	100	20	20	100
1944.....	9	9	100	7	6	85.7	16	15	93.8
1945.....	16	16	100	15	14	93.3	31	30	96.8
Total....	62	59	95.2	52	45	86.5	114	104	91.2

Difficulties in locating individuals because of change of address or names were encountered in a larger degree in the Classes of 1941 and 1942 than in the later year groups. The Class of 1943 was outstanding with 100 per cent returns received from both groups. The Classes of 1944 and 1945, with 94 per cent and 97 per cent returns respectively, were also highly cooperative. The personal contacts which the investigator enjoyed as a former teacher of pupils who had been enrolled in the Home Economics Department may have accounted for the high percentage of returns from this group, as compared with the more impersonal methods used of necessity with those who had been enrolled in the Commercial Department.

Summary

An attempt has been made to justify an occupational follow-up study of former pupils of the Vocational High School of Salem, Massachusetts, on the basis of the importance of determining the extent to which the curricula are meeting the present day needs of the pupils and to discover

had been sent back; and by the seventeenth day, 100 in all (or 21 per cent) had been assembled for survey purposes. This is shown in Table I below.

Table I. Number of Replies Received According to Class and District

Class	Household		Commercial		Total	
	No.	Per cent	No.	Per cent	No.	Per cent
1901....	12	92.3	11	84.6	23	79.8
1902....	12	86.7	7	87.5	19	87.0
1903....	9	100	11	100	20	100
1904....	9	100	7	87.5	16	93.8
1905....	16	100	14	93.3	30	96.8
Total....	58	92.3	52	86.5	110	91.3

Difficulties in locating individuals because of change of address or names were encountered in a larger degree in the classes of 1901 and 1902 than in the later year groups. The class of 1903 was outstanding with 100 per cent returns received from both groups. The classes of 1904 and 1905, with 96 per cent and 97 per cent returns respectively, were also highly cooperative. The personal contacts which the investigator adopted as a former teacher of pupils who had been enrolled in the High School Department may have accounted for the high percentage of returns from this group, as compared with the more impersonal methods used of necessity with those who had been enrolled in the Commercial Department.

Summary

An attempt has been made to justify an occupational follow-up study of former pupils of the Vocational High School of Salem, Massachusetts, on the basis of the importance of determining the extent to which the curricula are meeting the present day needs of the pupils and to discover

the relationship, if any, which exists between the courses pursued in school and the ultimate work of the student. The occupational adjustment of the graduate, it is felt, is a concern and responsibility of the school over a period of years rather than one of short duration. By examining its products the school may evaluate its curricula and guidance practices and make any necessary changes that may be indicated by such a study.

The procedure used to obtain the data for the study has been explained, and the percentage of responses to the questionnaire has been shown. The sampling received from each group is considered excellent, and it is felt that significant conclusions may be reached upon study of the information presented by 104 graduates (or 91 per cent) of the group.

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CHAPTER II

VOCATIONAL AND POST HIGH SCHOOL

TRAINING OF GRADUATES

Investigation into the vocational training and the advanced education of the graduates of the Salem Vocational High School is necessary if we are to evaluate the aims and purposes of vocational education as stated in Chapter I. Adequate training of youth is important in the securing of employment, in the providing of proper home environment, and in the making of finer citizens. Thus the answers to such questions as follow are important: What does vocational education propose to accomplish? How much vocational training did the classes concerned receive? What vocational courses did graduates consider most helpful? What was the extent and nature of their post high school training?

Nature and Scope of Vocational Training

Definition and significance of vocational education.- The preparation of youth for occupational life was the original purpose of the American high school. Very soon, however, the secondary schools became interested chiefly in furthering college preparatory education. General education emphasizes knowledge, skills, and attitudes that are useful for successful living, in the broad sense of the word. Vocational education, however, stresses knowledge, skills, and attitudes that fit the student for a definite occupation or vocation, the pursuit of which equips him for successful living.

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Today, the traditional academic curriculum is unsuited to 75 per cent of high school students. Vocational education is endeavoring to alter this situation and to better fit the curriculum to the modern requirements of youth with the individual being trained efficiently for profitable, socially useful employment.

The Statement of Policies for the Administration of Vocational Education of the Office of Education defines vocational education as follows:

"To the extent that it is subsidized by the Federal Government under the Vocational Education Acts, vocational education has reference to training for useful employment. It may be given to boys and girls who, having selected a vocation, desire preparation for entering it as trained workers; to youth who, having already entered employment seek greater efficiency in that employment; and to adult workers established in their trade or occupation, who wish through increase in their efficiency and wage earning capacity to advance to positions of responsibility."^{1/}

The following concept of this type of education by Herbert C. Mayer is also worthy of attention:

"Vocational education represents a genuine attempt to coordinate public school training and the practical needs of our social and economic system. It has grown out of the ideals and customs of the new world and is geared to modern industry, agriculture, business, and the home."^{2/}

History of vocational education.- Vocational education dates back to the earliest civilization when fathers taught sons, and mothers taught daughters the arts and crafts of their tribal life. Apprenticeship, a systematic manner of instruction for attaining vocational competence, was the method used in the early days of Greece and Rome. Craftsmen from the old world brought to the United States, in the early colonial period, vocational education of an apprenticeship type.

^{1/} United States Office of Education, Statement of Policies for the Administration of Vocational Education, Vocational Education Bulletin No. 1, p.6.

^{2/} Herbert C. Mayer, Democratic Vocational Education, Unpublished Doctor's Thesis, Harvard University Graduate School of Education, 1941, p.1.

Today, the traditional academic curriculum is restricted to 75 per cent of high school students. Vocational education is endeavoring to alter this situation and to better fit the curriculum to the better requirements of youth with the individual being trained efficiently for profitable, socially useful employment.

The Statement of Policies for the Administration of Vocational Education of the Office of Education defines vocational education as follows:

"To the extent that it is established by the Federal Government under the Federal Vocational Act, vocational education has reference to training for useful employment. It may be given to boys and girls who, having selected a vocation, desire preparation for entering it as trained workers; to youth who, having already entered employment as trained workers, seek greater efficiency in their employment; and to adult workers established in their trade or occupation, who wish through education in their efficiency and wage earning capacity to advance to positions of responsibility."

The following concept of this type of education by Herbert C. Bayne is also worthy of attention:

"Vocational education represents a genuine attempt to coordinate public school training and the practical needs of our social and economic system. It has grown out of the ideas and customs of the new world and is based on modern industry, agriculture, business, and the home."

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the earliest civilization when learners taught their art and science to their children the arts and crafts of their tribal life. Apprenticeship, a systematic method of instruction for attaining vocational competence, was the method used in the early days of Greece and Rome. Instruction from the old world brought to the United States in the early colonial period, vocational education of an apprenticeship type.

United States Office of Education, Statement of Policies for the Administration of Vocational Education, Vocational Bulletin No. 1, p. 8.
Herbert C. Bayne, Director of Vocational Education, Unpublished Report, State Board of Vocational Education, 1911, p. 1.

Home economics had its beginning in Massachusetts where acts were passed in 1870 and 1872 requiring the teaching of drawing and sewing in the public schools. Mrs. Ellen H. Richards, pioneer in this field, sponsored the Lake Placid Conferences from 1899 to 1908 endeavoring to win support for this type of education.

At the beginning of the twentieth century groups in Pennsylvania and Massachusetts organized for the support of vocational education. The National Society for the Promotion of Vocational Education was organized in New York City on November 16, 1906. This organization was assisted by representatives of labor, of employers, and other interested groups. Dr. Charles A. Prosser, secretary of this society, campaigned for federal aid for vocational education. His efforts later culminated in the passage of the Smith-Hughes and later vocational acts. President Woodrow Wilson appointed a committee to aid this type of education on January 20, 1914. During this same year, the Agricultural Extension Act, also known as the Smith-Lever Act was passed which provided for a program of cooperative extension work in agriculture and home economics.

It was not until 1917, after a long campaign in Congress, that the supporters of vocational education succeeded in having passed the Smith-Hughes bill which set up a Federal Board for Vocational Education. Aid was thereby given to teaching and teacher-training in the fields of industrial, agricultural, and home economics education. Research work was also provided for in business education as well as in the fields already mentioned. Soon after this act was passed the states voted to accept its provisions and by January 1, 1918, every state in the union had endorsed this bill.

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The George-Reed Act, which became law in 1929, supplemented the first bill and made possible a more flexible program in the field of home economics. In 1937 the successful passage through the legislature of the George-Deen Act provided for the further development of vocational education in the states and territories.

Dr. Charles A. Prosser in summarizing the Conference on Vocational Education in the Years Ahead, which met from January 1944 to June 1945, presented what is now known as the Prosser Resolution. It read as follows:

"It is the belief of this conference that, with the aid of this report in final form, the vocational school of a community will be better able to prepare 20 per cent of its youth of secondary school age for entrance upon desirable skilled occupations; and that the high school will continue to prepare 20 per cent of its students for entrance to college. We do not believe that the remaining 60 per cent of our youth of secondary school age will receive the life-adjustment training they need and to which they are entitled as American citizens -- unless and until the administrators of public education with the assistance of the vocational education leaders formulate a similar program for this group."^{1/}

Steps were taken toward a consideration and solution of this problem, resulting in the National Conference on the Prosser Resolution, May 8 - 10, 1947. The purpose of this conference was to devise an effective plan of action for developing a program of universal secondary education. Its ultimate objective is a high school accessible and available to all, with a program suitable to the needs of each individual of high school age, regardless of his social and economic background, his scholastic aptitude or occupational future. The work of this Commission will be watched with great interest during the next few years.

In the era from 1917 to the present day vocational education has made great progress and it is believed in the years ahead that it will be called

^{1/} Roosevelt Basler, "Life Adjustment Education for Youth", School Life, (Nov. 1947) p.4.

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upon to render even greater services than at present.

Description of Salem Vocational High School and its program.- Salem Vocational High School, developed as an outgrowth of the Continuation School: and became an independent unit in September, 1935. It then occupied the newly renovated old high school building, which had been erected in 1855 but had been unused since 1909. The new institution was established for the purpose of providing vocational training for boys and girls whose tastes and aptitudes were such as to benefit from this type of instruction. A survey having first been made of the local industrial situation in order to gain a knowledge of the demands of the employer and the needs of the pupils, the school then arranged to give courses for the study of Automobile Mechanics, Commercial subjects, Electricity, Home Economics, and General Shop.

An advisory committee composed of Salem citizens representing the different trades and industries of the city was formed for the purpose of keeping the school and the pupils informed concerning employment conditions and changing business or industrial practices. Educational and vocational guidance has been largely incidental, dependent upon the interest of the principal and the individual teachers.

The vocational school program considers the education of the pupil as a whole and is concerned not only with instructing him in trade, but also with teaching him those academic subjects necessary for his cultural development. The Commercial and Home Economics Departments, with which this study is concerned, each established a two year course^{1/} of intensive training for eighth grade pupils 14 years of age or over, or for those who had completed not more than two years of any training in high school. Pupils would thus be old enough upon graduation to qualify legally for full-time

1/ See Appendix C

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Description of Salem Vocational High School and its program. -- Salem

Vocational High School, developed as an outgrowth of the Continuation School and became an independent unit in September, 1935. It then occupied the newly renovated old high school building, which had been erected in 1885 but had been unused since 1907. The new institution was established for the purpose of providing vocational training for boys and girls whose tastes and aptitudes were such as to benefit from this type of instruction. A survey having first been made of the local industrial situation in order to gain a knowledge of the demands of the employer and the needs of the pupils, the school then arranged to give courses for the study of Automobile Mechanics, Commercial Subjects, Electricity, Home Economics, and General Shop.

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employment. A third year is offered in both departments for those who wish to study more intensively in their chosen field.

It is compulsory for the student to take all the subjects offered in the course selected since there can be no electives at present because of the size of the school and the number of subjects for which the individual teacher is responsible.

Since Commercial courses are not usually offered in Massachusetts vocational schools, Salem is most fortunate in this respect. The purpose of these business classes is to prepare more specifically for clerical office employment and life-needs than does the traditional high school Commercial curriculum. The Home Economics Course has as its objective the personal improvement of the girl so that she may become a more efficient homemaker and wage earner in a position related to her chosen course of study.

Personal Comments on School Subjects

The reaction of the graduates concerning the relative merit of the courses they pursued while in school might serve as one indication of possible needed changes or improvements in the curriculum. The majority were willing to respond to the direction, "Check the three courses which proved to be most helpful and the three courses which proved to be least helpful."

Reaction of the homemaking group.-- As revealed by Table 2, only eight graduates of the Home Economics Curriculum failed to answer regarding the most helpful courses, while 26 made no response concerning the least helpful. Perhaps it was felt that most classes were beneficial to the individual to some degree, however small.

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Reaction of the remaining group - As revealed by Table 2, only eight graduates of the Home Economics Curriculum failed to answer regarding the most helpful courses. While 25 made no response concerning the least helpful, perhaps it was felt that most classes were beneficial to the individual to some degree, however small.

Table 2. Courses That Proved Most Helpful and Least Helpful to Graduates of the Home Economics Curriculum

Most Helpful Courses	No.	Least Helpful Courses	No.
Clothing.....	37	Fabric Study.....	21
Foods.....	27	Related Science.....	19
Mathematics.....	24	General Science.....	14
Home Nursing.....	22	Household Mechanics.....	10
English.....	16	Home Decoration.....	9
Social & Economic Problems..	8	Citizenship.....	8
Home Decoration.....	7	Nutrition.....	7
General Science.....	3	Clothing.....	5
Citizenship.....	2	Mathematics.....	3
Fabric Study.....	2	Social & Economic Problems..	2
Household Mechanics.....	2	Foods.....	1
Related Science.....	2	English.....	0
Nutrition.....	1	Home Nursing.....	0
No Report.....	8	No Report.....	26

Clothing, Foods, and Mathematics were the three subjects that were of most value to the majority of homemaking graduates. Clothing and Foods might well be expected to be popular subjects in such a course because of their obvious values in homemaking to married graduates (See Chapter III). Clothing surpassed Foods by 10 votes, and although no reasons regarding choice were requested, it may be presumed that during the war years it was more economical to make clothes for the family than to purchase them at high prices in the stores. Mathematics might be justified by the housewife who must carefully consider her budget.

Home Nursing, another essential in homemaking, was a very close fourth. One girl commented regarding its usefulness when her husband and children were ill.

Consideration of the three courses found to be least helpful revealed that Fabric Study received an overwhelming vote of 21, closely followed by

Table 2. Courses That Proved Most Helpful and Least Helpful to Graduates of the Home Economics Curriculum

No.	Least Helpful Courses	No.	Most Helpful Courses
20	No Report	1	Nutrition
19	Home Nursing	2	Related Sciences
18	English	3	Household Mechanics
17	Social & Economic Problems	4	Textile Study
16	Food	5	Citizenship
15	Home Decoration	6	General Science
14	Home Decoration	7	Home Nursing
13	Home Decoration	8	Home Nursing
12	Home Decoration	9	Home Nursing
11	Home Decoration	10	Home Nursing
10	Home Decoration	11	Home Nursing
9	Home Decoration	12	Home Nursing
8	Home Decoration	13	Home Nursing
7	Home Decoration	14	Home Nursing
6	Home Decoration	15	Home Nursing
5	Home Decoration	16	Home Nursing
4	Home Decoration	17	Home Nursing
3	Home Decoration	18	Home Nursing
2	Home Decoration	19	Home Nursing
1	Home Decoration	20	Home Nursing

Graduates of the three courses found to be least helpful revealed that Textile Study received an overwhelming vote of 21, closely followed by Nutrition. Mathematics might be justified by the homemaker who must carefully make clothes for the family than to purchase them at high prices in the stores. Mathematics might be justified by the homemaker who must carefully consider her budget. Home Nursing, another essential in homemaking, was a very close fourth. One girl commented regarding its usefulness when her husband and children were ill. Obvious values in homemaking to married graduates (see Chapter III). Clothing will be expected to be popular subjects in such a course because of their most value to the majority of homemaking graduates. Clothing and Food might be of Clothing, Food, and Mathematics were the three subjects that were of

Related Science with 19 votes, and then General Science with 14.

Since no one seemed to find Home Nursing and English valueless, these subjects apparently were of benefit in some degree to all.

It may be surmised that the practical vocational courses were of more benefit to these particular graduates than many of the academic subjects. Putting to use the knowledge gained in the classroom was a matter of primary importance. Technical or scientific courses required in the Home Economics curriculum had the least appeal and value to these individuals.

Reaction of the business group.— Commercial graduates believed Business Mathematics and Typewriting to be of equal importance, with each subject receiving 26 votes as revealed in Table 3.

Table 3. Courses That Proved Most Helpful and Least Helpful to Graduates of the Commercial Curriculum

Most Helpful Courses	No.	Least Helpful Courses	No.
Business Mathematics.....	26	First Aid.....	20
Typewriting.....	26	Salesmanship.....	20
Bookkeeping.....	19	Shorthand.....	14
English.....	15	Office Machines.....	11
Office Machines.....	14	Penmanship.....	10
Penmanship.....	9	Bookkeeping.....	7
Salesmanship.....	9	Business Mathematics.....	4
Shorthand.....	8	English.....	2
First Aid.....	3	Typewriting.....	2
No Report.....	2	No Report.....	15

Bookkeeping in third place received 19 votes. Only two girls failed to answer this section of the questionnaire.

Least helpful to this same group were First Aid and Salesmanship, with Shorthand in third place. Fifteen gave no report. English and Typewriting were of little consequence to only two students.

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importance. Technical or scientific courses required in the home economics

curriculum had the least appeal and value to these individuals.

Reaction of the business group. - Commercial graduates believed business

mathematics and typewriting to be of equal importance, with each subject

receiving 25 votes as revealed in Table 1.

Table 1. Courses That Proved Most Helpful and Least Helpful to Graduates of the Commercial Curriculum

No.	Least Helpful Courses	No.	Most Helpful Courses
20	First Aid	25	Business Mathematics
20	Salesmanship	25	Typewriting
18	Shorthand	25	Bookkeeping
17	Office Machines	25	English
16	Penmanship	25	Office Machines
7	Bookkeeping	25	Penmanship
6	Business Mathematics	25	Salesmanship
2	English	25	Shorthand
2	Typewriting	25	First Aid
18	No Report	25	No Report

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answer this section of the questionnaire.

Least helpful to this group were First Aid and Salesmanship, with

Shorthand in third place. Fifteen gave no report. English and Typewriting

were of little consequence to only two students.

The types of positions held by the graduates probably influenced their choice. The majority of girls were engaged in jobs in which Mathematics, Typewriting, and Bookkeeping were of most use to them. As only a small number of this group had married (See Chapter III) and probably few occasions ever arose demanding first aid treatment, it is natural to find this subject of little value to these people at present. Office positions held by most of the group revealed little use had been made of Salesmanship. Shorthand was also apparently of little help in the type of position held by the graduate.

The occupational status of the Commercial graduate influenced her choices regarding courses, whereas the homemaking status of the Home Economics graduate was of greater significance.

Post High School Training of Graduates

The majority of the girls who participated in this study were not interested in obtaining additional formal education beyond the secondary school. Some of the graduates, in order to become occupationally adjusted, wished to supplement their vocational training by extending their learning into allied or different vocations. An effort has been made in this study to determine the nature and extent of any further instruction these graduates may have received beyond the high school.

Number receiving further education.- As revealed in Table 4, approximately one-fourth of the graduates reported that they had continued their formal education.

Table 4. Number of Graduates Reporting Further Education

Class	Home Economics	Commercial	Total	
			No.	%
1941.....	2	1	3	24.0
1942.....	2	0	2	10.0
1943.....	0	2	2	10.0
1944.....	3	1	4	26.7
1945.....	6	8	14	46.7
Total.....	13	12	25	
No. of pupils enrolled	59	45	104	
Per cent	22.0	26.7		24.0

A marked degree of similarity was noted in comparing the extent of post high school education received by those who had taken the Home Economics and Commercial Courses, with only a 5 per cent differential between them. The Commercial students showed slightly more inclination in their desire to continue with additional study. During the peak war years, the number receiving more education was smaller than at other times, a fact which may be the result of the less stringent age, educational, and experience requirements by business and industry. Apparently both school groups recognized the need of more instruction in 1945, competition for positions then being greater than in previous years due to the return of the veteran.

Nature and extent of further education.— Table 5 shows the type of schools attended by the former vocational students and the length of their attendance.

Table 5. Nature and Extent of Further Education of Home Economics and Commercial Graduates

Type of school attended	Home Economics					Commercial					Number		
	Length of Training (months)					Length of Training (months)					Attended		Graduated
	1-3	4-6	7-9	10-12	18-20	1-3	4-6	7-9	10-12	18-20	No.	%	No. %
Post Graduate course.....	0	1	0	2	0	0	0	0	6	0	9	8.7	8 7.7
Cosmetology school.....	0	0	5	0	0	0	0	1	0	0	6	5.8	6 5.8
Commercial course, (Salem Vocational High School).	0	0	0	0	2	0	0	0	0	0	2	1.9	2 1.9
Evening School, (Salem Vocational High School).	1	2	0	0	0	0	1	0	0	0	4	3.9	0 0
Office machine school.....	0	0	0	0	0	2	0	0	0	0	2	2.0	0 0
Baby hospital Training school....	0	0	0	0	0	1	0	0	0	0	1	1.0	0 0
Business college.....	0	0	0	0	0	1	0	0	0	0	1	1.0	0 0
Total	1	3	5	2	2	4	1	1	6	0	25		16
%	1.0	2.9	4.9	2.0	2.0	3.9	1.0	1.0	5.8	0		24.3	15.4
Median 7 - 9 months													

Although one-fourth of the graduates pursued their study further, only 15 per cent followed their course through to completion and graduation. The majority (or 9 per cent) of those who continued their education selected post-graduate courses at the same institution in order to prepare themselves more thoroughly in their particular field. Approximately one-twelfth of this group attended long enough to receive diplomas. Beauty culture ranked second among their interests, especially among graduates of the Home Economics Department. All of those who engaged in this training successfully completed the course and graduated. Two students who had been given diplomas in the Home Economics Course remained for two additional years in the school, in order to complete the Commercial requirements, thus widening their occupational horizon. Attendance at a business evening class given at the same institution attracted a few students; however, none remained long at this training. A few commercial pupils attended but did not graduate from office machine schools, a baby hospital training school, and a business college. The pupil enrolled at the hospital training school was still attending this institution and would graduate upon completion of the course. Because of the age requirement, this individual was obliged to engage in office work prior to her hospital training.

Schools attended.- Among the institutions of learning attended by the homemaking group, other than post-graduate and evening courses at the same school, were the following:

Wilfred's Beauty Academy.....	4
Unidentified beauty culture school, Kansas City, Missouri.....	1

Although one-fourth of the graduates pursued their study further, only 15 per cent followed their course through to completion and graduation. The majority (or 5 per cent) of those who continued their education selected post-graduate courses at the same institution in order to prepare themselves more thoroughly in their particular field. Approximately one-twelfth of this group attended long enough to receive diplomas. Beauty culture ranked second among their interests, especially among graduates of the Home Economics Department. All of those who engaged in this training successfully completed the course and graduated. Two students who had been given diplomas in the Home Economics Course remained for two additional years in the school, in order to complete the Commercial requirements. When wishing their occupational horizon. Attendance at a business evening class given at the same institution attracted a few students; however, none remained long at this training. A few commercial people attended but did not graduate from office machine schools, a baby hospital training school, and a business college. The pupil enrolled at the hospital training school was still attending this institution and would graduate upon completion of the course. Because of the age requirement, this individual was obliged to engage in office work prior to her hospital training.

Schools attended - Among the institutions of learning attended by the home-making group, other than post-graduate and evening courses at the same school, were the following:

Wilfred's Beauty Academy.....
 Unidentified Beauty School.....
 Kansas City, Missouri.....

Members of the Commercial group attended these institutions:

Remington Rand Bookkeeping Machine School.....	2
Salem Commercial School.....	1
North Shore Babies Hospital.....	1
Wilfred's Beauty Academy.....	1

The schools attended are located either in Salem or Boston. The former student who attended a school in Kansas City had been a member of the Waves during the war and then had established a home in Missouri. She is now taking advantage of the federally supported program of education for veterans.

Length of attendance.- Approximately 8 per cent of the girls who had pursued further training attended their respective schools for a period of from 10 to 12 months, this time coinciding with the length of the post-graduate courses. Six per cent attended from seven to nine months, the approximate length of the beauty culture course. Business college, office machine schools, baby hospital training school, and evening school were attended for the short period of one to three months by only 5 per cent of these girls. Approximately 4 per cent were also enrolled in the evening or post-graduate courses for four to six months, although none of this group completed her work. The combination of daily employment and school might have been too heavy a burden for the students to undertake. A small minority received from 18 to 20 months additional training by enrolling and graduating from the Commercial Department at the same institution, having first completed the Home Economics Course.

Summary

The growth and expansion of vocational education took place within the short span of 30 years. This kind of training has helped many students in

Members of the Homeless group attended these institutions:

Washington and Jefferson High School.....
Sales Commercial School.....
North Home Ladies Hospital.....
Willard's Beauty Academy.....

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student who attended a school in Kansas City had been a member of the Navy

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and graduating from the Commercial Department at the same institution, having

first completed the Home Economics course.

Summary

The growth and expansion of vocational education took place within the

short span of 30 years. This kind of training has helped many students in

their choice of life work and in their adjustment to employment.

Typical of this expansion was the opening in 1935 of the Vocational High School of Salem, Massachusetts, an institution which was established for the purpose of training boys and girls whose abilities and interests would benefit from such training.

The subjects offered in the curriculum of the Home Economics and Commercial Courses, with which this study is concerned, are all compulsory with no electives being offered.

Pupils appraised their high school courses in relation to their present needs. Clothing, Foods, and Mathematics were the subjects found to be of most help to Home Economics Department graduates; Fabric Study, Related Science, and General Science were of least help.

The Commercial Department group found Business Mathematics, Typewriting, and Bookkeeping most helpful; First Aid, Salesmanship, and Shorthand were least helpful.

Only one-fourth of the graduates of this school felt the necessity of having any post high school training and of this number only 15 per cent carried their courses through to completion. The proportion of graduates receiving additional training was approximately equal for the two groups. The majority of these aimed at becoming more proficient in their particular field, either Home Economics or Commercial; others, in beauty culture. The vocational aspect carried through even into the post high training. In general, public or inexpensive schools within easy access of home were attended.

The majority of those who continued their schooling did so for approximately seven to nine months. Attendance corresponded to the length

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of the course of the particular institution selected.

CHAPTER III

OCCUPATIONAL ADJUSTMENT OF VOCATIONAL SCHOOL GRADUATES

Because the majority of vocational high school graduates receive no additional formal training, it is essential that they be prepared as adequately as possible for the fields of work that they may enter. A study of the occupational adjustment of those who have completed the Home Economics and Commercial Courses is essential in evaluating the instruction given these girls. Some of the questions which must be answered in order to discover whether or not the young people have become adjusted are: Does vocational education accomplish occupational ends only? What other purposes, if any, are realized in the vocational school program? What positions do these young people want? What ones are they able to obtain? How soon after leaving school do graduates secure employment? How well do they succeed in it? How many job changes do the girls make? Where are they employed? What do they average in their weekly earnings? What are their difficulties and problems?

Personal Information Concerning Graduates

The study of occupational adjustment involves the examination of such quantitative information as the number who have married and the length of time which elapsed between graduation and employment.

Marital status.— The large proportion of Home Economics graduates who marry soon after graduation is a factor which must be considered in the formulation of curriculum objectives for this course. Table 6, shows that

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within three years after graduation nearly one-fourth (23 per cent) of the girls included in this study had married.

Table 6. Length of Time Between Graduation and Marriage

Period	Home Economics		Commercial		Total	
	No.	%	No.	%	No.	%
1 year.....	3	5.1	1	2.2	4	3.8
2 years.....	5	8.5	4	8.9	9	8.6
3 years.....	9	15.3	2	4.4	11	10.6
4 years.....	5	8.5	1	2.2	6	5.8
5 years.....	2	3.4	0	0	2	1.9
Total Married..	24	40.8	8	17.7	32	30.7
No. in Class...	59		45		104	

During the second year after the completion of their school training, 9 per cent of each group became homemakers. More weddings took place among the former Home Economics students in the third year than at any other period. The lowest ebb occurred in the fifth year during which only 3 per cent of the Home Economics and none of the business graduates married. Within a five year period, almost one-third of both groups were married. The proportion of former Home Economics pupils married was more than double that of the other department. This difference may be attributed to the desire of these individuals to make use of their business education in gainful occupations, whereas the others utilized their knowledge in their own homes.

When and How Graduates Obtained Employment

The manner in which these young women obtained their jobs is

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Period	Home Economics		Commercial		Total	
	No.	%	No.	%	No.	%
1 year.....	3	2.1	1	2.2	4	3.3
2 years.....	12	8.2	4	8.9	16	12.2
3 years.....	9	6.3	2	4.4	11	8.7
4 years.....	5	3.5	1	2.2	6	4.9
5 years.....	2	1.4	0	0	2	1.5
Total married..	21	10.5	8	17.7	29	22.7
No. in Class...	200		125		325	

During the second year after the completion of their school training, 9 per cent of each group became housewives. More marriages took place among the former Home Economics students in the third year than at any other period. The lowest rate occurred in the fifth year during which only 3 per cent of the Home Economics and none of the business graduates married. Within a five year period, almost one-third of both groups were married. The proportion of former Home Economics pupils married was more than double that of the other graduates. This difference may be attributed to the desire of these individuals to make use of their business education in gainful occupations. Whereas the others utilized their knowledge in their own homes.

When any boy graduates obtained employment the manner in which these young women spent their time is

significant. It will be useful to note the length of time between graduation and employment, and to examine the method used in securing their first as well as their present position.

Length of time between graduation and employment.- When asked approximately how soon after graduation a position had been found, over one-fifth of those whose formal education ended with high school reported that part-time jobs during the period of vocational training accounted for their present positions (Table 7).

Table 7. Length of Time Between Graduation and Employment of Graduates

Period	Home Economics		Commercial		Total	
	No.	%	No.	%	No.	%
Before Graduation...	7	15.2	10	30.3	17	21.5
1-3 weeks.....	14	30.4	14	42.4	28	35.4
1-2 months.....	11	23.9	5	15.2	16	20.3
3-4 months.....	8	17.4	2	6.1	10	12.7
5-6 months.....	2	4.3	1	3.0	3	3.8
7-8 months.....	0	0	0	0	0	0
9-10 months.....	1	2.2	0	0	1	1.3
11 mos. - 1 year....	1	2.2	0	0	1	1.3
Replies Received....	44	95.6	32	97.0	76	96.3
No Report.....	2	4.3	1	3.0	3	3.8
Total.....	46	99.9	33	100	79	100.1

Twice as many Commercial as Home Economics graduates secured work by this means. Some pupils were employed after school hours; others were allowed to leave school an hour or two earlier each day in order to do work closely related to their course of study. Satisfied employers retained those who became valuable employees because of their knowledge and practical experience.

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Period	Commercial		Total	
	No.	%	No.	%
Before graduation...	7	12.2	10	30.3
1-3 weeks.....	16	30.8	16	48.5
3-6 months.....	11	21.9	12	36.4
6-12 months.....	8	15.4	10	30.3
1-2 years.....	2	3.8	3	8.8
2-3 years.....	0	0	0	0
3-5 years.....	1	1.9	1	3.0
5 years or more.....	1	1.9	1	3.0
Never received.....	11	21.4	32	97.0
No report.....	2	3.8	1	3.0
Total.....	56	100.0	33	100.0

Twice as many Commercial as Non-Commercial graduates secured work by this means. Some pupils were employed after school hours; others were allowed to leave school an hour or two earlier each day in order to do work closely related to their course of study. Skilled employers retained those who became valuable employees because of their knowledge and practical experience.

Within a period of from one to three weeks more opportunities were available to both groups than at any other time. Approximately one-third of the Home Economics section and two-fifths of the Commercial division obtained employment within that time. In the one to two month period after leaving school, about one-fourth of the homemaking group were working, as compared with one-sixth of the business group. Over three-fourths of all the graduates were wage earners within two months after receiving their diplomas.

Successive decreases may be noted during the period from three months to a year, at which time all had secured positions. All the business graduates and nine-tenths of the Home Economics graduates were earning salaries at the end of six months. Illness and the necessity of caring for the home, not a lack of competence or scarcity of opportunities, accounted for the late employment of two former Home Economics pupils. The war and improved economic conditions throughout the country were factors contributing to early placement.

Replies received from those who secured further education were insufficient to make any definite comparison with those who entered the field of work at once. A 15 per cent response from the Home Economics graduates indicated that positions had been obtained within two weeks; and, within that same period, 25 per cent of the former Commercial pupils had also found jobs. It is noticeable in both cases that little time had passed between graduation and employment.

Method of obtaining employment.— The methods used in securing jobs are summarized in Table 8.

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are summarized in Table 8.

Table 8. Methods Used by Home Economics and Commercial Graduates in Securing Initial and Present Jobs

Method of Obtaining Employment	Home Economics				Commercial				Total	
	Initial		Present		Initial		Present		No.	%
	No.	%	No.	%	No.	%	No.	%		
School.....	14	23.7	0	0	26	57.8	5	11.1	45	21.6
Your own effort.....	15	25.4	13	22.0	7	15.6	9	20.0	44	21.2
Friends.....	8	13.6	5	8.5	2	4.4	4	8.9	19	9.1
U. S. Employment Service..	6	10.2	3	5.1	2	4.4	4	8.9	15	7.2
Parents.....	6	10.2	2	3.4	1	2.2	1	2.2	10	4.8
Other Relatives.....	6	10.2	0	0	0	0	2	4.4	8	3.8
Advertisement in Newspaper.....	2	3.4	1	1.7	1	2.2	0	0	4	1.9
Civil Service Appointment.....	0	0	0	0	2	4.4	2	4.4	4	1.9
Established Business in Home.....	1	1.7	0	0	0	0	0	0	1	0.5
Total Replies.....	58	98.3	24	40.7	41	91.1	27	60.0	150	72.1
No. Report.....	1	1.7	35	59.3	4	8.9	18	40.0	58	27.9
Total.....	59	100.	59	100.	45	100.	45	100.	208	100.

The influence of the educational institution was an important factor in initial placement. Approximately one-fourth of the girls in the Home Economics Department and almost two-thirds of those in the Commercial Department obtained work through the school.

One-fourth of the homemaking group secured employment by their own efforts, as compared with approximately one-sixth of the business group. Accountable for this situation may have been the great need for war workers in the local industries, the owners of which offered many incentives to the graduates.

The influence of parents, relatives, or friends (always an important factor) helped one-third of the homemakers to get jobs; however, this

Table 8. Methods Used by Home Economics and Commercial Graduates in Securing Initial and Present Jobs

Method of Obtaining Employment	Home Economics		Commercial		Total	
	No. & %	Initial Present	No. & %	Initial Present	No. & %	Initial Present
School.....	11 27.7 0	10 25.0 0	5 11.1 0	15 36.9 0	16 38.6 0	15 36.9 0
Your own effort.....	12 29.3 13 32.5	12 29.3 13 32.5	8 17.8 0	20 47.6 13 32.5	20 47.6 13 32.5	20 47.6 13 32.5
Friends.....	8 19.0 2 5.0	8 19.0 2 5.0	4 8.9 0	12 27.7 2 5.0	12 27.7 2 5.0	12 27.7 2 5.0
U. S. Employment Service.....	6 14.6 3 7.5	6 14.6 3 7.5	4 8.9 0	10 22.7 3 7.5	10 22.7 3 7.5	10 22.7 3 7.5
Parents.....	6 14.6 2 5.0	6 14.6 2 5.0	1 2.2 0	7 15.9 0	7 15.9 0	7 15.9 0
Other Relatives.....	6 14.6 0 0	6 14.6 0 0	2 4.4 0	8 18.2 0	8 18.2 0	8 18.2 0
Advertisement in Newspaper.....	3 7.3 1 2.5	3 7.3 1 2.5	0 0 0	3 6.9 1 2.5	3 6.9 1 2.5	3 6.9 1 2.5
Civil Service Appointment.....	0 0 0	0 0 0	2 4.4 0	2 4.4 0	2 4.4 0	2 4.4 0
Established Business in Home.....	1 2.4 0	1 2.4 0	0 0 0	1 2.2 0	1 2.2 0	1 2.2 0
Total Replies.....	38 98.3 34 84.7	38 98.3 34 84.7	31 71.1 27 60.0	69 159.4 61 144.7	69 159.4 61 144.7	69 159.4 61 144.7
No. Report.....	1 1.7 3 7.5	1 1.7 3 7.5	4 8.9 18 40.0	5 11.1 19 43.2	5 11.1 19 43.2	5 11.1 19 43.2
Total.....	39 100.0 37 100.0	39 100.0 37 100.0	35 100.0 28 100.0	74 100.0 65 100.0	74 100.0 65 100.0	74 100.0 65 100.0

The influence of the educational institution was an important factor in initial placement. Approximately one-fourth of the girls in the Home Economics Department and almost two-thirds of those in the Commercial Department obtained work through the school.

One-fourth of the home-making group secured employment by their own efforts, as compared with approximately one-third of the business group. Accountable for this situation may have been the great need for job training in the local industries, the number of which offered many incentives to the graduates.

The influence of parents, relatives, or friends (always an important factor) helped one-third of the home-makers to get jobs; however, this

method aided only 7 per cent of the other group.

The United States Employment Service was instrumental in obtaining positions for twice as many Home Economics graduates as Commercial. No part seems to have been played by privately operated agencies.

As compared with the 95 per cent response in regard to initial placement, the replies concerning the method of obtaining present positions came from only one-half of the groups. The many who had married or who had made no change of position no doubt inferred that the method by which final employment had been obtained was the same as that given in information concerning the first job.

Approximately one-fifth indicated that they had secured present work by their own efforts. Thus, personal solicitation accounted for approximately the same percentage as it did for initial placement.

The influence of the school aided one-tenth of the Commercial girls in obtaining positions, but no data concerning this was given by the Home Economics group. It is no doubt true that this was due to the fact that some of the graduates returned to discuss with teachers their vocational problems and to seek advice or aid in securing another job.

Occupational Pursuits of Graduates

Between graduation from the secondary school and marriage, some girls became temporary wage earners; others intended to work on a permanent basis. Someone wisely stated that

"Homemaking is woman's greatest occupation. Notwithstanding her noteworthy achievements and greatly extended opportunities in other fields of endeavor, the creating of desirable home conditions

method aimed only at the end of the group.

The United States Employment Service was instrumental in obtaining

positions for which as many as 100 persons had been interviewed. No

part seems to have been played by privately operated agencies.

As compared with the 95 per cent response in regard to initial

placement, the results concerning the method of obtaining training positions

came from only one-half of the group. The way who had applied or who had

made no change in position no doubt influenced the method by which final

employment had been obtained was the same as that given in information

concerning the first job.

Approximately one-fifth indicated that they had secured present work

by their own efforts. Thus, personal solicitation accounted for

approximately the same percentage as it did for initial placement.

The influence of the school aimed one-tenth of the commercial efforts

in obtaining positions, but no data concerning this was given by the men

employed in group. It is no doubt true that this was due to the fact that

some of the graduates returned to discuss with teachers their vocational

problems and to seek advice or aid in securing another job.

Occupational Principles of Graduates

Between graduation from the secondary school and marriage, many girls

became temporary wage earners; others intended to work on a permanent basis.

Someone wisely stated that

"The most important thing in woman's present education. Notwithstanding her
position, she must be given a broad and general education in
other fields of endeavor, the training of domestic house conditions

and administering to the physical, mental, and social needs of the family is still life's principal calling for the great majority of women."^{1/}

Summary of employment since leaving school.- Examination of both the initial and final occupational records of these girls reveals to what extent they engaged in war work related to their educational training. In this way the effectiveness of the school program may be measured to some degree. The occupational grouping followed is the same as that used in the 1940 United States Census Classification of Occupations. A variety of positions were engaged in by those who terminated their schooling upon graduation from the Home Economics Department, as indicated in Table 9.

^{1/} Occupational Adjustments of Vocational School Graduates, Research Bulletin No. 1 (June, 1940), Committee on Research, American Vocational Association Inc., Washington, D. C. p. 52.

and administering to the physical, mental, and social needs of the
 body is still life's practical calling for the great majority of
 women."

Summary of Employment since leaving school. - Examination of both the

initial and final occupational records of these girls reveals to what
 extent they engaged in work related to their educational training. In
 this way the effectiveness of the school program may be measured to some
 degree. The occupational grouping followed is the same as that used in
 the 1940 United States Census Classification of Occupations. A variety of
 positions were engaged in by those who terminated their schooling upon
 graduation from the Home Economics Department, as indicated in Table 2.

Table 9. Occupations of Graduates Who Received No Additional Training

Occupations	Home Economics				Commercial				Total			
	Initial		Final		Initial		Final		Initial		Final	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Proprietors	1	2.2	1	2.2	0	0	0	0	1	1.3	1	1.3
Dressmaker.....	1	2.2	1	2.2	0	0	0	0	1	1.3	1	1.3
Clerical, Sales and Kindred Workers	8	17.4	4	8.7	26	78.9	27	81.9	34	43.1	31	39.3
Blue print machine operator.....	0	0	0	0	1	3.0	0	0	1	1.3	0	0
Bookkeeper.....	0	0	0	0	5	15.2	5	15.2	5	6.3	5	6.3
Cashier.....	0	0	0	0	3	9.1	2	6.1	3	3.8	2	2.5
Clerk (file, mail, payroll).....	0	0	1	2.2	2	6.1	2	6.1	2	2.5	3	3.8
Ediphone operator...	0	0	0	0	0	0	1	3.0	0	0	1	1.3
General Office.....	0	0	0	0	9	27.3	8	24.2	9	11.4	8	10.1
Office messenger....	0	0	0	0	0	0	1	3.0	0	0	1	1.3
Secretary.....	0	0	0	0	0	0	2	6.1	0	0	2	2.5
Typist.....	0	0	0	0	1	3.0	1	3.0	1	1.3	1	1.3
Saleswomen.....	7	15.2	2	4.3	5	15.2	5	15.2	12	15.2	7	8.9
Telephone Operator..	1	2.2	1	2.2	0	0	0	0	1	1.3	1	1.3
Operatives and Kindred Workers	28	60.8	33	71.7	7	21.2	4	12.1	35	44.3	37	46.9
Athletic equipment..	1	2.2	1	2.2	0	0	0	0	1	1.3	1	1.3
Cotton.....	2	4.3	2	4.3	0	0	0	0	2	2.5	2	2.5
Electric Lamps.....	3	6.5	4	8.7	0	0	0	0	3	3.8	4	5.1
Food.....	0	0	2	4.3	0	0	0	0	0	0	2	2.5
Games.....	1	2.2	0	0	0	0	0	0	1	1.3	0	0
Leather.....	1	2.2	1	2.2	0	0	0	0	1	1.3	1	1.3
Radio Tubes.....	18	39.1	17	37.0	7	21.2	3	9.1	25	31.6	20	25.3
Shoe.....	2	4.3	6	13.0	0	0	1	3.0	2	2.5	7	8.9
Domestic Service Workers	3	6.5	2	4.4	0	0	0	0	3	3.8	2	2.6
Servant.....	1	2.2	1	2.2	0	0	0	0	1	1.3	1	1.3
Nursery maid.....	2	4.3	1	2.2	0	0	0	0	2	2.5	1	1.3
Service Workers	4	8.6	3	6.5	0	0	0	0	4	5.0	3	3.8
Hospital.....	2	4.3	0	0	0	0	0	0	2	2.5	0	0
Waitress.....	2	4.3	3	6.5	0	0	0	0	2	2.5	3	3.8

Table 2. Occupations of Graduates Who Received No Additional Training

Occupation	Total				General				Non-General			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Professors	1	2.2	1	1.1	0	0	0	0	1	2.2	1	1.1
Preacher	1	2.2	1	1.1	0	0	0	0	1	2.2	1	1.1
Librarian, Sales and Kindergarten	17	37.8	17	18.9	17	18.9	17	18.9	17	37.8	17	18.9
Fine Arts Institute	0	0	0	0	0	0	0	0	0	0	0	0
Teacher	0	0	0	0	0	0	0	0	0	0	0	0
Bookkeeper	0	0	0	0	0	0	0	0	0	0	0	0
Cashier	0	0	0	0	0	0	0	0	0	0	0	0
Check (Bank, mail)	0	0	0	0	0	0	0	0	0	0	0	0
Payroll	0	0	0	0	0	0	0	0	0	0	0	0
Highway operator	0	0	0	0	0	0	0	0	0	0	0	0
General Office	0	0	0	0	0	0	0	0	0	0	0	0
Office manager	0	0	0	0	0	0	0	0	0	0	0	0
Secretary	0	0	0	0	0	0	0	0	0	0	0	0
Typist	0	0	0	0	0	0	0	0	0	0	0	0
Salvage	1	2.2	1	1.1	0	0	0	0	1	2.2	1	1.1
Telephone operator	1	2.2	1	1.1	0	0	0	0	1	2.2	1	1.1
Generatives and kindred workers	28	60.9	28	30.3	28	30.3	28	30.3	28	60.9	28	30.3
Athletic equipment	1	2.2	1	1.1	0	0	0	0	1	2.2	1	1.1
Cotton	2	4.3	2	2.2	0	0	0	0	2	4.3	2	2.2
Electric lamps	3	6.5	3	3.3	0	0	0	0	3	6.5	3	3.3
Food	0	0	0	0	0	0	0	0	0	0	0	0
Gases	1	2.2	1	1.1	0	0	0	0	1	2.2	1	1.1
Leather	1	2.2	1	1.1	0	0	0	0	1	2.2	1	1.1
Radio tubes	18	39.1	18	19.6	18	19.6	18	19.6	18	39.1	18	19.6
Shoe	2	4.3	2	2.2	0	0	0	0	2	4.3	2	2.2
Domestic Service Workers	3	6.5	3	3.3	0	0	0	0	3	6.5	3	3.3
Service Workers	1	2.2	1	1.1	0	0	0	0	1	2.2	1	1.1
Nursery and	2	4.3	2	2.2	0	0	0	0	2	4.3	2	2.2
Hospital	2	4.3	2	2.2	0	0	0	0	2	4.3	2	2.2
Walters	2	4.3	2	2.2	0	0	0	0	2	4.3	2	2.2

Table 9 (concluded)

Occupations	Home Economics				Commercial				Total			
	Initial		Final		Initial		Final		Initial		Final	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Laborers	2	4.4	1	2.2	0	0	0	0	2	2.6	1	1.3
Cleaning and dyeing..	1	2.2	0	0	0	0	0	0	1	1.3	0	0
Laundering.....	1	2.2	1	2.2	0	0	0	0	1	1.3	1	1.3
War Service	0	0	2	4.4	0	0	2	6.1	0	0	4	5.1
Spars.....	0	0	1	2.2	0	0	0	0	0	0	1	1.3
Waves.....	0	0	1	2.2	0	0	2	6.1	0	0	3	3.8
Total.....	46	99.9	46	100.1	33	100.1	33	100.1	79	100	79	100.3

Significant is the fact that over two-fifths were employed in the manufacture of radio tubes and electric lamps by two companies within the city. High wages and lower age requirements were inducements which doubtless attracted many.

About one-fifth were engaged in the making of athletic equipment, cotton, food, and shoes -- positions in which some of the knowledge gained in the school was found helpful. More were employed in factory work than in any other type of business.

Careers as saleswomen were popular also, especially in initial placement; however, a decline was noted in this occupation later, for some changed jobs for better wage opportunities offered elsewhere.

Some of the girls were waitresses, dressmakers, servants, nursery maids, and dietary workers in a hospital. The Spars and Waves each attracted one girl to serve her country in a war-time capacity, one being

Table 2 (continued)

Occupations	Home Economics		Commercial		Total	
	Initial	Final	Initial	Final	Initial	Final
Teachers	2.4	1.1	0.0	0.0	2.4	1.1
Cleaning and typing	1.0	0.0	0.0	0.0	1.0	0.0
Laundry	1.0	1.0	0.0	0.0	1.0	1.0
War Service	0.0	0.0	0.0	0.0	0.0	0.0
Spouse	0.0	0.0	0.0	0.0	0.0	0.0
Wife	0.0	1.0	0.0	0.0	0.0	1.0
Total	4.4	2.1	0.0	0.0	4.4	2.1

Significant is the fact that over two-thirds were employed in the manufacture of radio tubes and electric lamps by two companies within the city. High wages and lower requirements were inducements which doubtless attracted many.

About one-fifth were engaged in the making of athletic equipment, cotton, food, and shoes -- positions in which some of the knowledge gained in the school was found helpful. None were employed in factory work then in any other type of business.

Careers as saleswomen were common also, especially in initial placement; however, a decline was noted in this occupation later, for some changed jobs for better wage opportunities offered elsewhere.

Some of the girls were waitresses, dressmakers, servants, nurses, aides, and dietary workers in a hospital. The boys and wives each attracted one girl to serve her country in a war-time capacity, one being

stationed in many hospitals and the other working on aviation machinery. (A short course in mechanics while a student in school proved helpful to the latter girl.) It will therefore be seen that approximately three-fifths were employed in an occupation somewhat related to Home Economics whether in factory, hospital, private home, or war service.

Those who continued their education revealed for the most part a different occupational pattern, as indicated in Table 10.

Table 10. Occupations of Graduates Who Received Additional Education

Occupations	Home Economics				Commercial				Total			
	Initial		Final		Initial		Final		Initial		Final	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Clerical, Sales and Kindred Workers	3	23.1	3	23.1	12	99.9	11	91.7	15	60.0	14	56.0
Bookkeeper.....	1	7.7	1	7.7	3	25.0	3	25.0	4	16.0	4	16.0
Cashier.....	0	0	1	7.7	1	8.3	0	0	1	4.0	1	4.0
Clerk (File).....	0	0	1	7.7	1	8.3	0	0	1	4.0	1	4.0
General Office Work.	0	0	0	0	4	33.3	5	41.7	4	16.0	5	20.0
Stenographer.....	0	0	0	0	2	16.7	2	16.7	2	8.0	2	8.0
Saleswomen.....	2	15.4	0	0	0	0	0	0	2	8.0	0	0
Telephone Operator..	0	0	0	0	1	8.3	1	8.3	1	4.0	1	4.0
Service Workers	6	46.2	6	38.5	0	0	1	8.3	6	24.0	7	28.0
Beautician.....	4	30.8	5	30.8	0	0	1	8.3	4	16.0	6	24.0
Waitress.....	2	15.4	1	7.7	0	0	0	0	2	8.0	1	4.0
Laborers	4	30.8	4	30.8	0	0	0	0	4	16.0	4	16.0
Leather.....	0	0	1	7.7	0	0	0	0	0	0	1	4.0
Radio tubes.....	4	30.8	3	23.1	0	0	0	0	4	16.0	3	12.0
Total.....	13	100.1	13	100.1	12	99.9	12	100.0	25	100.	25	100.0

The largest number of girls were employed by beauticians and by radio tube manufacturers. The ones working for the former could make use of any

stated in any hospital and the other working on aviation machinery.
 (A short course in mechanics while a student in school proved helpful to
 the latter girl.) It will therefore be seen that approximately three-
 fourths were employed in an occupation somewhat related to their training
 whether in factory, hospital, private home, or war service.

Those who continued their education revealed for the most part a

different occupational pattern, as indicated in Table 10.

Table 10. Occupations of Graduates Who Received Additional Education

Occupations	Home Economics		Commercial		Total	
	Initial	Final	Initial	Final	Initial	Final
	No.	%	No.	%	No.	%
Graduate, Sales and Kindred Workers	3	23.1	3	23.1	3	23.1
Bookkeeper.....	1	7.7	1	7.7	1	7.7
Cashier.....	0	0	1	7.7	0	0
Clark (Miss).....	0	0	1	7.7	0	0
General Office Work.....	0	0	0	0	0	0
Stenographer.....	0	0	0	0	0	0
Saleswoman.....	2	15.4	0	0	2	15.4
Telephone Operator.....	0	0	1	7.7	0	0
Service Workers	6	46.2	6	46.2	6	46.2
Housekeeper.....	2	15.4	0	0	2	15.4
Waitress.....	2	15.4	1	7.7	3	23.1
Laborers	4	30.8	4	30.8	4	30.8
Leather.....	0	0	1	7.7	0	0
Radio tubes.....	4	30.8	3	23.1	7	53.9
Total.....	13	100.0	13	100.0	13	100.0

The largest number of girls were employed by manufacturers and by radio tube
 manufacturers. The ones working for the former could make use of any

additional training they had received; those hired by the industrialists could not.

Graduates who took specialized courses in commercial work had received jobs related to that field. In the minority were waitresses and leather workers who, despite advanced training, retained their positions because of their interest in and liking for their employment.

Nine-tenths of the Commercials, whose education was completed at the vocational school, may be classified in occupations related to their training. (See Table 9 for evidence of the statement given).

Within the clerical field, the largest number were engaged in the kind of general office work which called for a broad general background. Almost one-third of the girls were employed as bookkeepers and saleswomen.

Great difference is to be noted in the initial and the final number engaged in radio tube manufacture, over one-half the original number having made occupational shifts. Dissatisfaction was registered regarding this type of work, and a change was made more in keeping with the training that had been received.

Two girls, prompted by the patriotic spirit, joined the Waves. Both utilized their high school education while in the service, one being advanced to the capacity of air hostess because of her ability and aptitude.

As the majority extended their post-high school education along the same pattern for self-improvement, it is to be observed in Table 10 that over 90 per cent were engaged in jobs relating to that training. One individual is now a beautician. Although she has not yet utilized her commercial knowledge, the time may come when she will desire to establish a business of her own; her commercial background then may be advantageously

Additional training they had received; those given by the industrialists could not.

Graduates who took specialized courses in commercial work had received jobs related to that field. In the minority were waitresses and leather workers who, despite advanced training, retained their positions because of their interest in and liking for their employment.

Nine-tenths of the Commercialists, whose education was completed at the vocational school, may be classified in occupations related to their training. (See Table 2 for evidence of the statement given).

Within the clerical field, the largest number were engaged in the kind of general office work which called for a broad general background. Almost one-third of the girls were employed as bookkeepers and saleswomen.

Great difference is to be noted in the initial and the final number engaged in radio tape manufacture, over one-half the original number having made occupational shifts. Dissatisfaction was registered regarding this type of work, and a change was made more in keeping with the training that had been received.

Two girls, prompted by the patriotic spirit, joined the Navy. Both utilized their high school education while in the service, one being advanced to the capacity of air hostess because of her ability and aptitude. As the majority extended their post-high school education along the same pattern for self-improvement, it is to be observed in Table 10 that over 90 per cent were engaged in jobs relating to that training. One individual is now a bookkeeper. Although she has not utilized her commercial knowledge, the time may come when she will desire to establish a business of her own; her commercial background then may be advantageously

combined with her beauty culture work.

Number of positions held.— The number of changes in positions made by the graduates ranged from none to four. It will be observed in Table 11 that both groups reacted similarly throughout.

Table 11. Number of Changes in Positions as Revealed by Home Economics and Commercial Graduates

Number of Changes	Home Economics		Commercial		Total	
	No.	%	No.	%	No.	%
No change.....	17	28.8	11	24.4	28	26.9
1 change.....	19	32.2	16	35.7	35	33.7
2 changes.....	11	18.6	9	20.0	20	19.2
3 changes.....	7	11.9	5	11.1	12	11.5
4 changes.....	5	8.5	4	8.9	9	8.7
Total.....	59	100.	45	100.1	104	100.

Approximately three-fifths made either no change, or only one, from their initial position. Apparently one-fourth were satisfied with their first job and had no desire for another. Some, however, remained in war work because of the regulations of the War Manpower Commission, which kept the employee stationary unless a statement of availability for transfer could be secured for a valid reason.

Naturally the classes that had been out of school the longest averaged the greatest number of changes. Some at first engaged in occupations unrelated to their training while waiting for opportunities to present themselves within their own field of work. Increase in wages was another factor accountable for many of the changes which were made.

Reasons for changes in positions.— Since some graduates entered into

combined with her heavy culture work.

Number of positions held. - The number of changes in positions made by the graduates ranged from none to four. It will be observed in Table II that both groups reached stability throughout.

Table II. Number of Changes in Positions as Revealed by Home Economics and Commercial Graduates

Number of Changes	Home Economics		Commercial		Total	
	No.	%	No.	%	No.	%
No change.....	17	34.8	11	21.4	28	26.9
1 change.....	19	38.2	16	30.7	35	33.7
2 changes.....	11	21.8	9	16.8	20	19.2
3 changes.....	7	13.9	5	9.1	12	11.7
4 changes.....	2	3.9	4	7.6	6	5.7
Total.....	56	100	51	100	107	100

Approximately three-fifths made either no change, or only one, from their initial position. Apparently one-fourth were satisfied with their first job and had no desire for another. Some, however, remained in war work because of the regulations of the War Relocation Commission, which kept the employee stationary unless a statement of availability for transfer could be secured for a valid reason.

Naturally the classes that had been out of school the longest averaged the greatest number of changes. Those at first engaged in occupations unrelated to their training while waiting for opportunities to progress themselves within their own field of work. Increases in wages was another factor contributable for any of the changes which were made.

Reasons for changes in positions. - Since some graduates entered into

types of work other than those for which they had been trained or changed jobs within their own particular field, it is significant to note the reasons for these occupational shifts. In the analysis of these causes, it will be helpful to examine the questionnaire responses made by the graduates.

Table 12. Reasons for Changes in Positions by the Graduates of Both Groups

Reasons for Changes in Positions	Home Economics		Commercial		Total	
	No.	%	No.	%	No.	%
No change.....	17	17.2	11	14.5	28	16.0
Personal Health.....	16	16.2	8	10.5	24	13.7
Salary increase.....	9	9.1	10	13.2	19	10.9
No more work.....	8	8.1	8	10.5	16	9.1
Dislike for the work.....	3	3.0	8	10.5	11	6.3
Marriage.....	9	9.1	2	2.6	11	6.3
Unsatisfactory working conditions..	1	1.0	5	6.6	6	3.4
Promotion.....	0	0	4	5.3	4	2.3
Work unsatisfactory to employer....	3	3.0	0	0	3	1.7
Joined Waves.....	1	1.0	2	2.6	3	1.7
Further study.....	1	1.0	2	2.6	3	1.7
Change in age requirements.....	0	0	3	4.0	3	1.7
Joined Spars.....	1	1.0	0	0	1	0.6
Moved from State.....	1	1.0	0	0	1	0.6
No day job available.....	1	1.0	0	0	1	0.6
Opportunity to return to local community.....	0	0	1	1.3	1	0.6
No report.....	28	28.3	12	15.8	40	22.9

Personal health accounted for most of the changes in position. Many girls who had obtained war jobs in factories found these positions too great a strain upon their physical well-being and hence were forced to take up another field of work. An occupational accident forced one girl, who had been engaged in a shoe factory machine shop, to abandon this type of labor. The number of Home Economics graduates who changed their first and second jobs because of health was more than twice that of the Commercial graduates.

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Reasons for Changes in Positions	Non-Commercial		Commercial		Total
	No.	%	No.	%	No.
No change.....	17	17.5	11	11.5	28
Personal Health.....	16	16.5	8	8.5	24
Salary Increase.....	9	9.1	10	10.5	19
No more work.....	6	6.1	8	8.5	14
Dislike for the work.....	5	5.0	8	8.5	13
Marriage.....	5	5.1	3	3.0	8
Unsuitable working conditions..	1	1.0	2	2.0	3
Promotion.....	0	0	1	1.0	1
Work unsatisfactory to employer.....	3	3.0	0	0	3
Joined Navy.....	1	1.0	2	2.0	3
Further study.....	1	1.0	2	2.0	3
Change in the requirements.....	0	0	3	3.0	3
Joined Navy.....	1	1.0	0	0	1
Moved from State.....	1	1.0	0	0	1
No day job available.....	1	1.0	0	0	1
Opportunity to return to local community.....	0	0	1	1.0	1
No report.....	28	28.5	12	12.5	40

Personal health accounted for most of the changes in position. Many girls who had obtained very jobs in factories found these positions too great a strain upon their physical well-being and hence were forced to take up another kind of work. An occupational accident forced one girl, who had been engaged in a shoe factory machine shop, to abandon this type of labor. The number of non-commercial graduates who changed their first and second jobs because of health was more than twice that of the commercial graduates.

No doubt this may be accounted for by the nature of the work in which homemakers engaged.

The second contributing factor was the attractiveness of a higher wage. In some instances the salary increase might also be considered a promotion within a particular field of work. In others, however, the higher salary was due to industrial war work, and hence must be viewed in another light. Both groups had approximately the same number changing their first and second jobs because of more favorable wage offers.

Third in importance was the lack of available employment. Here again both groups were approximately equal in this respect. After the war, the number of shifts in the factories declined; and some of the younger workers were dismissed to give preference to the more experienced older girls. In some instances, to take care of this situation, age requirements were changed from 16 to 18 years. Thus the more recent graduates were often forced to find new jobs.

Marriage accounted for many changes made by the Home Economics graduates, for the majority of these girls devoted themselves to the full-time task of homemaking. Some did combine their homemaking with wage earning.

Dissatisfaction with the work accounted for many changes made by the former Commercial students. The jobs were often unsuited to the individual and were in manufacturing plants where the work bore no relation to the training received in school. Salary had often been the incentive for this type of labor. Many of this group returned to the school for help in better placement.

Four girls decided to forsake civilian jobs for war service. Two of the Commercial and one of the Home Economics graduates joined the Waves;

32

No doubt this may be accounted for by the nature of the work in which

homemakers engaged.

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Four girls decided to forsake civilian jobs for war service. Two of the Commercial and one of the Home Economics graduates joined the Navy;

another from the latter department joined the Spars. Three of these four girls then married and moved out of the state.

Location of employment.— Consideration must also be given to the geographic location of the graduates' employment in order to determine whether the school should be training its youth to fit into the local or the general occupational field.

It was found that Salem employed slightly more than two-thirds of both the former students of the Home Economics and Commercial Departments. (See Table 13).

Table 13. Geographic Location of Employment of Graduates

Location	Home Economics		Commercial		Total	
	No.	%	No.	%	No.	%
Massachusetts:						
Essex County—						
Salem.....	40	67.8	31	68.9	71	68.3
Lynn.....	4	6.8	4	8.9	8	7.7
Beverly.....	3	5.1	2	4.4	5	4.8
Peabody.....	5	8.5	0	0	5	4.8
Danvers.....	2	3.4	1	2.2	3	2.9
Newburyport...	1	1.7	0	0	1	1.0
Suffolk County—						
Boston.....	0	0	5	11.1	5	4.8
Outside of Mass:						
Washington, D. C.	0	0	2	4.4	2	1.9
California.....	1	1.7	0	0	1	1.0
Connecticut.....	1	1.7	0	0	1	1.0
Kansas.....	1	1.7	0	0	1	1.0
Maine.....	1	1.7	0	0	1	1.0
Total.....	59	100.1	45	99.9	104	100.2

Essex County, of which Salem is a part, provided work opportunities for

93 per cent of the homemaking group and 84 per cent of the business group. Thus, approximately nine-tenths of both groups were engaged in occupational activities within the local county.

Other cities in Massachusetts were not listed as employing any of the homemaking group. Boston offered employment to five Commercial graduates, the majority of whom were civil service workers. Marriage accounted for out-of-state work opportunities except for the one Commercial girl who had remained in the Waves and was, at the time of the distribution of the questionnaire, stationed in Washington, D. C. In each of the states of California, Connecticut, Kansas, and Maine, one Home Economics graduate found employment; and in Washington, D. C. two Commercial graduates had positions. Thus, only 6 per cent of the graduates were employed outside of the state.

This study indicates that it would be advisable for the school to concentrate upon its training of students for employment within the local community or county, for the findings of this study clearly indicate that only a small proportion of its graduates leave the local labor community.

Earnings of the graduates.- Full employment of graduates revealed a situation typical of the national trend during these years, 1941 - 1945. It was gratifying to note that all students answered Part III, Section 2 of the questionnaire, apparently not considering it too personal an item. A 100 per cent response to this question is unusual.

The results as indicated in Table 14 show an increase in initial salaries of the Home Economics group for four consecutive years; of the Commercial group, for five successive years.

Table 14. Average Weekly Earnings of Graduates

Class	Groups			
	Home Economics		Commercial	
	Initial	Final	Initial	Final
1941.....	15.78	29.64	17.20	33.20
1942.....	16.56	27.71	17.80	28.50
1943.....	19.11	28.88	18.55	27.91
1944.....	20.33	28.11	18.83	26.67
1945.....	19.33	27.67	19.65	24.75
Total Average	18.22	28.50	18.51	28.21

Final wages did not follow this same pattern; they were more fluctuating.

An initial earning of \$15.78 by Home Economics graduates was increased by \$4.55 in 1944, but lessened in 1945. Commercial beginning salaries increased gradually each year showing only a \$2.45 difference between 1941 and 1945. The average initial salaries of both groups showed only the slight difference of \$.29.

Final salaries of both divisions were highest in 1941, but the Commercial group exceeded the Home Economics at this time by \$3.56. Variations were observed in later years, but lowest final salaries for both were received in 1945. From 1943 to 1945 the average salary of the Home Economics graduate was slightly more than that of the Commercial. Thus a very close relationship exists between both the initial and the final salaries of both groups.

There was a noticeably wide range in the weekly wage of the homemaking girls, one of whom received \$7.50 and another \$67.50. No indication as to the number of hours of employment, however, was available. Approximately

Table II. Average Weekly Earnings of Graduates

Class	Groups			
	Home Economics		Commercial	
	Initial	Final	Initial	Final
1941.....	12.76	29.61	17.50	33.50
1942.....	16.56	27.71	17.90	34.50
1943.....	19.11	30.88	18.72	37.91
1944.....	20.33	33.11	18.83	38.87
1945.....	19.33	37.67	19.65	38.75
Total Average	18.82	32.50	18.51	36.81

Final wages did not follow this same pattern; they were more fluctuating. An initial earning of \$12.76 by Home Economics graduates was increased by \$4.82 in 1941, but lessened in 1942. Commercial beginning salaries increased gradually each year showing only a \$2.15 difference between 1941 and 1945. The average initial salaries of both groups showed only the slight difference of \$.27.

Final salaries of both divisions were highest in 1941, but the Commercial group exceeded the Home Economics at this time by \$3.50. Variations were observed in later years, but lowest final salaries for both were received in 1945. From 1943 to 1945 the average salary of the Home Economics graduate was slightly more than that of the Commercial. Thus a very close relationship exists between both the initial and the final salaries of both groups.

There was a noticeably wide range in the weekly wage of the graduating class, one of whom received \$7.50 and another \$41.50. No indication as to the number of hours of employment, however, was available. Approximately

one-sixth of this division earned between \$32.50 and \$42.50. No amount was noted between the latter figure and \$67.50

The range in salary of the business graduates was not as wide, for two persons received \$18.00 per week and one \$42.00. About one-third of these received weekly wages ranging from \$30.00 to \$39.00.

Accountable for the very high pay of one of the Home Economics group was the fact that the individual was a welder in a government shipbuilding yard during the war; however, she left this job before long in order to join the Waves. The high salary given the Commercial girl was received by a Federal Government office employee.

In trying to determine if any relationship existed between the success of the student in school and the salary received on the job, a correlation of +.531 was noted for the Commercial individuals, as compared with +.364 for the Home Economics students. Thus only a slight similarity existed in both instances, a higher relationship being noted in the business group than in the homemaking group. The earning power of the groups studied did not depend in any substantial way on their scholarship abilities.

Opportunity for advancement.— The question, "Does your present job offer opportunities for advancement?" was answered in the affirmative by twice as many Commercial as Home Economics graduates, as revealed in Table 15.

Table 15. Opportunity for Advancement in the World of Work

Opportunity for Advancement	Home Economics		Commercial		Total	
	No.	%	No.	%	No.	%
Good Opportunity....	14	23.6	20	44.4	34	32.7
Fair Opportunity....	7	11.9	11	24.4	18	17.3
Poor Opportunity....	6	10.2	7	15.6	13	12.5
No Report.....	32	54.2	7	15.6	39	37.5
Total.....	59	99.9	45	100.	104	100.

The Commercial group outnumbered the Home Economics group two to one in believing in fair opportunity for advancement. Only a few individuals in both groups thought there was little opportunity to better themselves.

Apparently progress could be made by an intelligent, cooperative worker who desired to improve herself. Although the graduates believe that these opportunities do exist, it is interesting to note that, in checking the reasons for changes in position in another part of this study, few advancements had been received to date. More experience than has been possible up to the present time may prove helpful to many in securing promotions. Because of the type of work engaged in by the business group, progress may be made on the job; however, this is difficult for the more stationary Home Economics graduate. Civil service workers and bookkeepers showed more advancement in their particular fields.

Most of the girls seemed satisfied with their present employment; for in response to the question, "Do you like your present job?", over two-fifths of the homemaking group and almost three-fourths of the other section indicated satisfaction. Only five were displeased, but gave no explanation

Table II. Opportunity for Advancement in the World of Work

Opportunity for Advancement	Home Economics		Commercial		Total	
	No.	%	No.	%	No.	%
Good Opportunity....	11	23.8	20	44.4	31	32.7
Fair Opportunity....	7	11.9	11	24.4	18	17.3
Poor Opportunity....	6	10.2	7	15.6	13	13.8
No Report.....	32	50.2	7	15.6	39	37.9
Total.....	56	99.9	45	100	101	100

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to account for their attitude.

Summary

Since most of the young people had no interest in formal education beyond the secondary school, the immediate value of vocational training in getting them into a position and in aiding them in their adjustment to it was apparent to the graduates.

Approximately two-fifths of the Home Economics and slightly less than one-fifth of the Commercial girls had married. The majority, especially those in the homemaking course, had considered wage-earning of only temporary value because their full time was to be devoted to the care of the home. Thus their school training served a dual purpose by helping them not only in the operation and maintenance of their own homes, but also in the work done for employers.

Part-time jobs while attending school resulted in permanent positions for many. This was especially true of the Commercial graduates, many of whom had been granted dismissal privileges in order that they might obtain valuable work experience. Very little time elapsed between graduation and employment for both the girl who had received only a high school diploma and the girl who had secured additional training. Within two months, three-fourths of both groups were working.

These positions were procured through the school for the most part, then through individual effort, and last by means of other personal contacts. Approximately four-fifths of both the former students of the Home Economics and Commercial Departments gave their "alma mater" the credit of helping them obtain initial jobs; one-tenth credited the same source for their present jobs.

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An analysis of these positions disclosed the fact that two-fifths were employed by industry in the manufacture of radio tubes and lamps. About three-fifths of the Home Economics girls had secured work more closely related to their training. The vocations of the dressmakers, waitresses, nursery maids, servants, and dietary workers were directly related to the school subjects studied. In the manufacture of cotton goods, shoes, and athletic equipment, a part of the school training was utilized.

Those who received additional education became beauticians or workers in business occupations for which post-high school training had fitted them.

Nine-tenths of the Commercial graduates were engaged in employment directly related to the course studied, the largest number doing general office work. Many others were bookkeepers and saleswomen. Two girls who had joined the Waves used their training in the war effort. Those who received further schooling improved themselves in the same field, and hence 90 per cent of this group also worked at jobs related to what they had learned earlier.

No employment change was made by one-fourth of the graduates since leaving school, one-third made only one change, and three-fifths made as many as four changes. Great similarity in this was noted between the two groups. Apparently most of the girls were either happy and satisfied with their jobs or unable to make any desired changes in employment because of war restrictions.

The most common reasons for seeking new positions were the desire to find more favorable health conditions and to obtain salary increases.

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obtain more favorable health conditions and to obtain salary increases.

Factory work proved too arduous for many who were therefore obliged to find easier jobs. The high wages given workers accounted for the popularity of this type of labor. In some instances, however, larger pay meant promotion for the individual. Marriage explained many changes, especially among the girls who had taken the Home Economics Course. They had given up their wage-earning activities in order to devote themselves to the full-time task of homemaking. Four girls enlisted in the Waves or Spars to aid the war effort.

Over two-thirds of the graduates were employed within the local community, and nine-tenths within the county. Work opportunities were native to the section; only a small number obtained civil service positions in Boston. Those who had married were working in California, Connecticut, Kansas, and Maine. The government in Washington, D. C. employed those who were Waves. In general, it may be said that the training offered in the vocational school serves only the local area, since individuals seldom migrate.

The trend toward higher salaries during the war years has been noted. The average initial salary of both groups was over \$18.00, and the average final wage over \$28.00. Noticeable similarity existed between the two groups. An individual salary of \$67.50 was high for the homemaking graduate who was engaged in navy yard welding; \$42.00 was the largest amount given the business graduate employed by the Federal Government.

Over one-half of both groups felt that there was a good or fair opportunity for advancement on the job. This was expressed more frequently by the Commercial than the Home Economics graduates.

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CHAPTER IV

RECOMMENDATIONS OF GRADUATES

The majority of the graduates, it was felt, had had sufficient wage-earning and homemaking experience to be qualified to offer practical answers to such questions as these: How did the school benefit you? How could it have been of greater value to you? What improvements, if any, would you care to make -- improvements which you feel would aid present and future graduates? Any ideas, criticisms, and suggestions of a worthwhile nature should be considered in formulating new training policies and in revising the curriculum.

In many instances, letters accompanying the completed questionnaires revealed the fine spirit of cooperation which has always been characteristic of the Salem Vocational High School.

Responses of the Home Economics Graduate

Benefits received from the school.-- It would be most difficult to develop a statistical table setting forth the benefits received from the school, for the replies to this section of the questionnaire were so varied that it was deemed advisable to discuss the general characteristics of the answers and quote some of the suggestions offered in order to recreate the more personal atmosphere which seemed to surround this aspect of the survey.

About one-third of the former pupils stated that the Home Economics subjects had proved invaluable to them in establishing and maintaining a home since their marriage. As one girl stated it, "My training in school

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helped me a great deal in my own home and made me a much better wife than I could have been if I hadn't received this training."

Approximately one-seventh of the group noted the value of the course in Home Nursing. They had learned, as housewives, the worth of such training in their daily lives; and one girl believed that "Home Nursing should be a 'must' in every girl's education, for sooner or later everyone is called upon to care for some member of her family or a friend."

The practical value of the cooking classes to them as students was pointed out by one-eighth of the graduates, who also noted the recognized benefits of such instruction to them as married homemakers.

Four girls mentioned the economic factor involved in their ability to make their own clothes rather than to buy them ready made in the stores during the war years. They recognized that they were thus able to provide themselves with garments of superior quality at less cost than the manufactured article.

The majority of suggestions offered by these former students made it apparent that the chief function of the Home Economics Course seems to have been its valuable preparation for homemaking rather than for occupational work. This indicates the fulfillment of one of the objectives of the curriculum, the assisting of the individual in her homemaking activities.

There follow statements of the miscellaneous advantages suggested by the graduates:

"After I left school I met with new problems every day but always found a solution for them in what I'd been taught in the vocational school."

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"After I left school I met with new problems every day but always found a solution for them in what I'd been taught in the vocational school."

"I cook and sew during my spare time."

"Open House Night was helpful because many parents visited the school and after seeing it, wanted to send their children."

"It taught me things I wouldn't have learned in another school."

"Thank you for taking an interest in me after my graduation from school. I am very grateful and I am sure the rest of the students are also. I'm sorry I didn't take more interest in school when I did attend."

"I was taught how to mingle with people and how to obey rules."

That the objective of the school in aiming to train the whole child has been recognized by the graduate is shown by the fact that each felt capable of solving her problems through knowledge gained in the classroom. The school planted the seeds for worthy use of leisure time and for solving of the social and personal problems of youth.

How often the appreciation of school life is delayed until after the individual has taken her place in society! It is then that, in retrospect, she views with a critical eye her educational background. It is then that she realized the value of learning and of making the most of one's opportunities in the classroom.

Comments which reveal the recognition of certain subjects in relation to war work included:

"The training I received in Home Nursing helped me as a Nurse's Aid during the war."

"Household Mechanics helped me while engaged in war work and also on an aviation assignment in the Waves, in which I came in contact with many machines."

Realization of the fact that these courses proved of value to two graduates in their war time duties and experiences shows that it can never be accurately ascertained where or in what circumstances the knowledge gained in school will be utilized.

"Open House Night" was held at the school and after seeing it, wanted to take their children."

"It isn't as things I wouldn't have learned in another school."

"Thank you for taking an interest in us after my graduation from school. I am very grateful and I am sure the rest of the students are also. I'm sorry I didn't take more interest in school when I was a student."

"I was taught how to handle with people and how to obey rules."

That the objective of the school is aiming to train the whole child has

been recognized by the community is shown by the fact that each child capable

of solving her problems through knowledge gained in the classroom. The

school has found the needs for worthy use of leisure time and for solving of

the social and personal problems of youth.

Now often the expectation of school life is delayed until after the

individual has taken her place in society. It is then that in retrospect,

she views with a critical eye her educational background. It is then that

she realizes the value of learning and of making the most of one's

opportunities in the classroom.

Comments which reveal the recognition of certain subjects in relation

to her work included:

"The training I received in home making helped me as a nurse's aid during the war."

"Hospital education helped me while engaged in war work and also in an aviation assignment in the Navy. In which I came in contact with many machines."

Realization of the fact that these courses proved of value to her

promoted in the war time duties and experiences show that it can never

be accurately overestimated where or in what circumstances the knowledge

gained in school will be utilized.

The value of educational training in their occupations was mentioned in these statements by other young people:

"Mathematics and English have helped me a great deal. The course in etiquette helped me in my position where I meet all kinds of people. It has helped me more than I can tell you."

"Home Nursing has helped me in my study of hairdressing."

"Mathematics benefited me, especially in my work at Sylvania."
(Electric Products Manufacturer)

"Clothing and Fabric Study helped me in my work as a salesgirl."

"The course I took is helpful to me in the work I'm doing now."

"The school taught me to mix with other people in my employment, to be cooperative, and to exercise courtesy."

"I would never have made a success of my job without the training I received."

Improvements suggested by the graduates.— The graduates were not as responsive in commenting on the question about how the school could have been of more benefit to them or in suggesting improvements which might be made. The majority made notations regarding their satisfaction with the type of training received and suggested that no changes were needed. One girl expressed her feeling by saying, "Improvements in the school? I really don't think there are any necessary; but improvements in the students? - yes." Apparently this individual was taking to task those pupils who lacked an appreciation for and an understanding of the benefits to be gained from such an education.

Another satisfied graduate commented thus:

"I don't know of any suggestion, but I do know when students graduate, they will be very proud and thankful to their teachers and principal. I know I am really thankful for all they did for me."

The value of professional training in health occupations was mentioned

in these statements by other young people:

"Mathematics and English have helped me a great deal. The course in statistics helped me in my position where I work all kinds of people. It has helped me more than I can tell you."

"Some training has helped me in my study of mathematics."

"Mathematics assisted me, especially in my work at Sylvania."
(Electric Products Manufacturer)

"Nothing and Maths Study helped me in my work as a scientist."

"The course I took is helpful to me in the work I'm doing now."

"The school taught me to work with other people in my assignment, so be cooperative, and to exercise courtesy."

"I would never have made a success of my job without the training I received."

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Other opinions quoted here indicate how a few of the girls thought their training might have been improved:

"I would have liked a few more hours of sewing."

"Be sure to make the school well known. It's surprising to find many people who don't know about the school."

"A school magazine and yearbook would be of interest."

"I wish I had returned after graduating from the Home Economics Course and had taken a Commercial Course too."

Although evidence has been presented indicative of the satisfactory regard of most of the students for their "alma mater", we can not disregard the constructive criticisms offered after carefully examining the curriculum of the school and guidance activities fostered for the pupils' benefit.

Responses of the Commercial Graduate

Benefits received from the school.— More than three-fourths of the Commercial Department graduates responded to this section of the questionnaire. Here, as with the other group, replies were so varied that an analysis of individual responses seemed to be a more meaningful procedure than any other method of interpretation which might be used.

A large number of girls recognized the importance of the special attention each received in her work. This was due to classes being smaller than those in other schools, a factor which contributed in large measure to the recognition and care of individual differences.

Another outstanding advantage noted was the preparation the graduate had had in relation to her occupation. This is the fulfillment of one of the objectives of commercial education.

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than those in other schools, a factor which contributed in large measure to

the recognition and care of individual differences.

Another outstanding advantage noted was the provision for guidance

and aid in relation to her occupation. This is the fulfillment of one of

the objectives of vocational education.

Typical comments regarding this are quoted here:

"The business training I received was the basis for my securing my first position."

"The temporary work I did in the school office was especially good training. It helped me to meet people and gave me the poise and the confidence which I needed."

"Because I took a civil service examination while at school, I am now a permanent civil service employee."

"The training I received on the various machines continues to amaze my employer."

Recognition of the value of particular subjects was made in these statements:

"English helped me increase my vocabulary."

"I was helped in overcoming my French accent."

"Salesmanship helped me improve my personality."

"First Aid helped me when someone was hurt near me in the factory."

Definite speech handicaps had been noted in many instances by teachers, and remedial measures had been taken to improve these conditions.

Other miscellaneous items that helped graduates included the following:

"If I hadn't attended the vocational school, I might never have been able to graduate from a high school -- the reason being a two year course instead of four years."

"If I were to go back, I'd like everything to be the same as the day I left."

Improvements suggested by the graduates.— These graduates also found their training satisfactory for most of the Commercial students found no improvements necessary. In one interesting notation a girl stated, "Home Economics should be a requisite for all girls going through high school, for most girls will eventually marry and have the need of such training." The thought presented in this instance was expressed by a pupil who had married shortly after graduation and apparently had felt an immediate need

"The business training I received was the basis for my securing my first position."

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Recognition of the value of particular subjects was made in these

statements:

"English helped me throughout my vocation."

"I was helped in overcoming my French accent."

"Salesmanship helped me improve my personality."

"First Aid helped me when someone was hurt near me in the factory."

Positive speech methods had been noted in many instances by teachers,

and practical training had been taken to improve these conditions.

Other miscellaneous items that helped graduates included the following:

"If I hadn't attended the vocational school, I might never have been able to graduate from a high school -- the reason being a two year course instead of four years."

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The thought presented in this instance was expressed by a girl who had

married shortly after graduation and apparently had felt an immediate need

for homemaking rather than for occupational knowledge.

Suggestions regarding improvements in particular courses were offered by a few individuals who wrote as follows:

"Greater emphasis should be placed on bookkeeping and calculation."

"Students interested in one subject more than another should be allowed to master it."

"Division of shorthand classes into groups of varying ability would help."

It is evident from these statements that the particular job of the girl had influenced her opinions.

Other miscellaneous statements were these:

"The need and opportunity for students to take civil service examinations, both state and federal, should be stressed."

"Part time work of a clerical nature for students would help."

"Extra-curricula activity should be developed."

"The school should be given publicity."

Summary

Very few of the graduates suggested changes be made in the present program of the Salem Vocational High School. A satisfaction with the course of study that had been followed and a confidence in the ability of the school to help them with their problems seemed characteristic of both groups.

In naming the chief advantages of their Home Economics Course, one-third mentioned its usefulness in the establishment and maintenance of their homes.

Others found valuable a knowledge of the care of the sick, of the selection and proper methods of cooking nutritional foods, and of the more

personal arts of sewing and home decoration.

Some girls felt a need for greater specialized training in sewing. Many wished for greater publicity for the school and its fine work. Suggestions were made that a class magazine or yearbook would be a source of creating interest in the institution. Some wished they had broadened their education by taking the Commercial Course also.

The business students appreciated greatly the individual attention they had received and the training they had been given. Special commendations for the study of English, Salesmanship, and First Aid were made. One girl felt indebted to the school for giving a two year rather than a four year course.

In this group also, students felt satisfied that the present curriculum was adequate. One felt that home economics was a vital subject in the life of every girl. Others felt more time should be given to studying calculation and bookkeeping, to mastering chosen subjects, and to aiding shorthand students by means of ability groupings within the class. A few asked for special preparation for civil service, for part time work, and for extra-curricula activities. The Commercial graduate also suggested greater publicity be given the school.

CHAPTER V

GUIDANCE IN THE VOCATIONAL EDUCATION PROGRAM

Changing conditions in our present-day world have emphasized the necessity of a just appraisal of our modern educational system. The interest and responsibility of the school must not be confined to those now attending our institutions, but must extend into a broader field in order to follow the graduate until she has achieved complete adjustment in her employment and other out-of-school activities. The harvest of the seeds of knowledge planted in our young people will be worthwhile only when those seeds are carefully sown and properly nurtured through the period of growth. This is particularly important in the vocational training program, and it explains why this survey has been made to benefit in particular the Vocational High School of Salem, Massachusetts. Questionnaires were sent those girls who completed the Home Economics and Commercial Courses in that institution during the years considered most representative of the school, 1941-1945. The analysis of these forms was undertaken to determine whether or not the school has satisfactorily met the felt needs of the individual and the more general demands of society.

The successes or failures of past graduates having been carefully weighed and balanced, the school is the better qualified to construct a program which will not only care for the students of the present and future, but will also provide for an informal guidance bureau for all those who have completed and will complete the school courses. By this means, recognition

may be accorded the accomplishments of some, and encouraging aid given to others until adjustment is more complete. A school, after all, is only as successful as its graduates; hence, this survey has attempted to measure that success during the years concerned, 1941-1945.

Conclusions

These significant conclusions resulted from a careful analysis of the contents of the questionnaires:

1. Homemaking should be a vital part of the Home Economics Course. This was the deduction made after noting that twice as many Home Economics as Commercial graduates had married during the length of time involved in this study.
2. No unemployment was reported. This may be explained by the numerous work opportunities made possible by World War II industrial concerns and the general economic condition of the United States.
3. The positions held by the Commercial graduates came within a narrow range, for 82 per cent were engaged in clerical work, 12 per cent in operative and similar fields of employment, and 6 per cent in war services.
4. A wider scope was noted in the jobs held by former Home Economics students. Seventy per cent were working in operative and allied types of work, and the remaining 30 per cent were equally distributed as proprietors, office workers, domestics, laborers, service workers, and war employees.
5. The most popular vocations were: manufacturing radio tubes for the Home Economics girls and general office work for former Commercial students.

6. A direct relationship between the school training of Commercial graduates and present employment was apparent. However, though many of the Home Economics graduates were working in fields closely allied to their vocational training, homemaking was by far the most vital factor in their lives.

7. Additional education beyond the secondary school was sought by only 15 per cent of both groups, the major reason being the desire for greater proficiency in a chosen field.

8. Beauty culture proved the most attractive occupation for additional training.

9. Insight into the value of vocational education received in relation to the present felt needs of the individual, whether for homemaking or occupational work, was obtained.

10. The course of study had proven satisfactory to both groups, and the ability of the school to aid in solving their problems and in giving sound advice gave them confidence.

11. The two-year training period of the vocational school was a boon to those who would otherwise be unable to complete the usual four-year course.

12. Permanent positions obtained by many showed the value of part-time employment while attending school. This was especially true in regard to Commercial Department graduates.

13. Employment was obtained in a very short time after graduation.

14. The school was most influential in securing the initial placement of one-fourth of the Home Economics group and two-thirds of the Commercial; personal effort placed second; and the contacts of

parents, relatives, and friends came last.

15. General satisfaction with initial placement was apparent, for approximately three-fifths made either no change or only one in employment.

16. The two most important factors in bringing about the changes in the other two-fifths of the groups were the necessity for improved personal health conditions and the desire for higher wages.

17. It would seem that the local area was served best in the vocational training program for few tended to leave the vicinity of Salem.

18. Although a wide range in salary was noted in each group, there was a close relationship between the average salaries of both the Home Economics and Commercial graduates.

It may be stated that the foregoing conclusions indicate that the classes studied in this survey had received sufficient vocational training in the classroom to enable them to carry on successfully in their present field of work. The course of study followed in the high school was most beneficial in life. Perhaps the low correlation between the secondary school education and the present occupational status is explained by the fact that in the factories there was an incentive to obtain higher wages and that, due to the war of this decade, unusual economic conditions existed.

This study is especially important because it reveals not only the work opportunities which have confronted high school graduates in general, but also the chances available in the local community for those who complete the vocational training courses. The contentment felt by the majority of both

groups for their employment situations reveals that these girls have become occupationally adjusted, credit for which should be given in large measure to the Vocational High School of Salem.

Benefits Derived from This Study

The material and statistical data compiled in this thesis may be used beneficially in the following ways:

1. As a school study for faculty members
2. As a source of local information in the teaching of occupational information
3. As data for possible revisions to be made in the school curriculum
4. As a basis for an evaluation of present guidance practices
5. As an aid in determining those factors which need greater attention or further analysis
6. As an indication of the definite trends and shifting patterns of the occupational status of the community over a period of years
7. As a method to be followed in determining the opportunities for placement which may be available in the future
8. As a means of helping the adjustments and of solving the problems of pupils and graduates
9. As a way of obtaining knowledge of local wage conditions
10. As a file of up-to-date information concerning the graduates of the school
11. As a technique to bring about greater ease in the transition period between school and employment

12. As a clear picture of the influence of World War II upon the lives of those girls who graduated during its existence, 1941-1945.

Recommendations

It is hoped that the following suggestions, based upon this survey may prove beneficial to the vocational school:

1. Attention should be given the development of an organized guidance service for pupils in educational and vocational activities. Individual problems and adjustments in these areas would thereby be cared for more adequately.

2. A variety of work experience should be provided by the vocational school authorities in order that during their training program all pupils may have the practical opportunities to acquaint themselves with the world of work and to adjust themselves to real life situations which they will encounter after completing the course of study.

3. The publicity program, suggested by many graduates, should be inaugurated on a scale large enough to acquaint the general public with the objectives of the vocational training program, to create a closer bond between the school and its graduates, and to arouse the interest of potential pupils and future employers in the fine work of the school. Although these purposes have not been neglected in the past, the future should bring about a greater spirit of unity and pride in school and pupil achievements.

4. School publications should be considered as a means of creating interest among pupils and graduates. A class magazine or

yearbook would be an important asset in obtaining publicity through advertising not only for the school but also for local merchants or industrialists.

5. Extra-curricula activities, always a help in keeping alive school spirit, should be extended to include graduates as well as students, thus a closer association with the school is maintained.

6. A more active alumnae group, keenly alive to every opportunity to present the school in a favorable light, should work to keep the school and its achievements in the public eye.

In concluding this study, the writer wishes to emphasize once again the factors which were influential in bringing about this survey. Therefore, the statement of an eminent educator concerning the importance and value of the long follow-up guidance of graduates is included here as a plea for this service:

"Schools cannot be content with one year follow-up studies upon which to base conclusions as to the amount and kind of employment of their youth and follow-up periods for approximately five years are necessary if any sound inferences are to be drawn with respect to modifications of the school program."^{1/}

^{1/} Edward Landy, "Our Occupational Adjustment Study", National Association of Secondary School Principals (March, 1941) 25:54.

APPENDIX A

Salem, Massachusetts, having been founded in 1626, is one of the oldest cities in the United States with a population of 41,213 according to the United States Census of 1940. Situated on the Atlantic coastline 16 miles north of Boston, Salem covers eight square miles in area. Today this city is the shire town of Essex County and the retail center of about 200,000 people.

A city of diversified industry, it is famous for the production of various goods. Independent large industries are shoe, leather, shoes, and shoes.

APPENDIX

- A. Description of Salem, Massachusetts
- B. Questionnaire and Letter of Transmittal
- C. Course of Study of Home Economics and Commercial Graduates

The American born population of Salem is 76.5 per cent of the whole. The predominating nationalities of foreign-born residents include Canadian, Polish, Irish, Italian, English, Greek, and others.

Among the facilities for learning are the following: the State Teachers College, one of the oldest of its kind in America; two secondary schools, including Salem Classical and High School and Salem Vocational High School; 16 public grade schools; seven parochial schools; and one private commercial school. All these give educational advantages to the children of Salem, the high standard of whose schools is generally recognized.

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A city of diversified industry, it is famous for the production of cotton goods, incandescent lamps, radio tubes, leather, shoes, and games. It has about 70 different kinds of manufacturing, represented by 150 factories. Good wages are paid, and the city is unusually free from labor trouble.

The American born population of Salem is 76.8 per cent of the whole. The predominating nationalities of foreign-born residents include Canadian, Polish, Irish, Italian, English, Greek, and others.

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SALEM VOCATIONAL HIGH SCHOOL

5 BROAD STREET

SALEM, MASSACHUSETTS

June 3, 1946

Dear Graduate:

We are conducting a follow-up study of former students of the Commercial and Home Economics courses who graduated in the classes of 1941 through 1945.

It is hoped that this study will benefit the present students and future graduates of the school who may profit by your experiences and work opportunities. To realize this ambition, however, it is necessary that each must do her part by filling in the enclosed questionnaire.

We are counting on each one of you to help us reach our goal of a one hundred per cent return. Will you help us to reach this goal?

The information requested will be treated confidentially, so please feel free to fill in the complete form.

If this questionnaire was delivered by messenger please place it in the enclosed envelope and seal before returning it to her at the earliest date possible. Your messenger will gladly answer any question you may have regarding this form. If delivered by mail, will you please return it to the address indicated above by June 21, 1946.

Your cooperation in the past has always been appreciated and we know you will continue to be of service to us.

Gratefully yours,

Martha R. Leonard

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2 BROAD STREET

SALEM, MASSACHUSETTS

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Sincerely yours,



Follow-up Study of Graduates of
Salem Vocational High School

Date _____

Part I. Personal Data:

1. Name _____ Maiden Name _____
 (Last) (First) (Initial) (Last) (First) (Initial)
2. Address _____
 (Street) (City) (State)
3. Telephone _____
4. If you are married, please encircle in what year after graduation from high school the marriage took place:
 1st, 2nd, 3rd, 4th, 5th, 6th.

Part II. Educational Data:

1. Indicate by a cross (x) the course taken in school:
 Home Economics _____ Commercial _____
2. Have you attended or are you attending any school since leaving the Vocational school? Indicate by a cross (x) Yes No.
 If "Yes", describe training below.

No.	Type of School	Name of School	Courses Taken	Dates		Part Time	Full Time	Grad.	
				From	To			Yes	No
1	Post graduate course								
2	Business College								
3	Cosmetology School								
4	Evening School								
5	Other School								

Part III. Occupational Data:

1. Have you been employed since graduation? Yes No.
 If "Yes", please fill in the information below, stating each place of employment since leaving school.

No.	Name of Firm or Employer	Address	Kind of Business
1			
2			
3			
4			
5			

Date

Part I. Personal Data

1. Name (Last) (First) (Middle) Maiden Name
 2. Address (Street) (City) (State) (Zip)
 3. Telephone
 4. If you are married, please indicate in what year after graduation from high school the marriage took place:
 1st, 2nd, 3rd, 4th, 5th.

Part II. Educational Data

1. Indicate by a cross (x) the courses taken in school:
 Home Economics
 Commercial
 2. Have you attended or are you attending an school since leaving the Vocational school? Indicate by a cross (x) Yes No.
 If "Yes", describe training below.

No.	Type of School	Name of School	Courses Taken	Dates Attended from to	Part Full Time	Grad.
1	Post graduate course					
2	Business College					
3	Commercial School					
4	Evening School					
5	Other School					

Part III. Occupational Data

1. Have you been employed since graduation? Yes No.
 If "Yes", please fill in the information below, stating each place of employment since leaving school.

No.	Name of Firm or Employer	Address	Kind of Business
1			
2			
3			
4			
5			

2. What positions have you held in each firm? The numbers correspond to the number of the firm listed in Part III, question 1.

63

No.	Position	Length of Time		Average Wkly. Salary		Type of Work	Part Time	Full Time
		Date Ent.	Date Left	Begin.	Final			
1								
2								
3								
4								
5								

3. How did you obtain your first job? Your present job? Indicate by a cross (x) in the proper column.

No.	Method of Obtaining Employment	First Job	Present or Last Job
1.	Your own effort		
2.	Advertisement in newspaper		
3.	Parents		
4.	Other relatives		
5.	Friends		
6.	School		
7.	U. S. Employment Service		
8.	Commercial employment agency		
9.	Other: (Explain)		

4. If you have changed positions please indicate the reasons for doing so in this section. The numbers under the heading "Positions Held" refer to the numbers of the jobs you listed in Part III, questions 1 and 2.

No.	Reasons for Changing Jobs	Positions Held					
		1	2	3	4	5	6
1	Personal Health						
2	Unsatisfactory working conditions						
3	Promotion						
4	Salary increase						
5	Didn't like other employees						
6	Couldn't get along with employer						
7	Work unsatisfactory to employer						
8	Firm went out of business						
9	Dislike for the work						
10	No more work						
11	Marriage						
12	Other reasons: (Please State)						

5. Approximately how long after graduation was it before you secured a job, if you didn't attend another school?

_____ Weeks _____ Months _____ Years

Approximately how long after graduation was it before you secured a job, if you attended another school?

_____ Weeks _____ Months _____ Years

6. Does your present job offer opportunities for advancement? Indicate by a cross (x) in both Part A and Part B.

Part A:

Part B:

Yes

Good

No

Fair

Poor

7. Do you like your present job? Indicate by a cross (x). Yes No
Why or why not? Explain: _____

8. If unemployed, give reasons by putting a cross (x) in front of the correct statement.

_____ Attending school

_____ Lack of experience

_____ No available job

_____ Needed at home

_____ Lack of training

_____ Other reasons. Explain: _____

Part IV. Information About High School Subjects:

1. Those who checked the Commercial course, please place a cross (x) in the columns below to show how helpful the courses have proven to be for you. Check three courses found to be most helpful and three found to be least helpful.

Course	Most Help.	Least Help.	Course	Most Help.	Least
Business Mathematics	_____	_____	Penmanship	_____	_____
Bookkeeping	_____	_____	Salesmanship	_____	_____
English	_____	_____	Shorthand	_____	_____
First Aid	_____	_____	Typewriting	_____	_____
Office Machines	_____	_____		_____	_____

2. Those who checked the Home Economics course please place a cross (x) in the columns below to show how helpful the courses have proven to be for you. Check three courses found to be most helpful and three found to be least helpful.

Course	Most Help.	Least Help.	Course	Most Help.	Least
Citizenship	_____	_____	Home Nursing	_____	_____
Clothing	_____	_____	Household	_____	_____
English	_____	_____	Mechanics	_____	_____
Fabric Study	_____	_____	Mathematics	_____	_____
General Science	_____	_____	Nutrition	_____	_____
Home Decoration	_____	_____	Rel. Science	_____	_____
			Soc.&Econ. Prob.	_____	_____

3. Comments

Please be sure to answer these questions as it is very important.

Please feel free to make any helpful suggestions you wish regarding the school.

How did the school benefit you? How might it have been of more benefit to you? What improvements can be made to help present and future students?

The answers to these questions and any other comments will be appreciated. (Use reverse side of paper if desired).

5. Approximately how long after graduation was it before you secured a job?
 If you didn't attend another school:

Weeks _____ Months _____ Years _____

Approximately how long after graduation was it before you secured a job?
 If you attended another school:

Weeks _____ Months _____ Years _____

6. Does your present job offer opportunities for advancement? Indicate by a cross (x) in both Part A and Part B.

Part A: Yes _____ No _____
 Part B: Good _____ Fair _____ Poor _____

7. Do you like your present job? Indicate by a cross (x). Yes _____ No _____
 Why or why not? Explain:

8. If unemployed, give reasons by putting a cross (x) in front of the correct statement.

Attending school _____
 No available job _____
 Lack of training _____
 Lack of experience _____
 Needed at home _____
 Other reasons. Explain: _____

Part IV. Information About High School Subjects:

1. Those who checked the Commercial courses, please place a cross (x) in the columns below to show how helpful the courses have proven to be for you. Check three courses found to be most helpful and three found to be least helpful.

Courses	Most Help.	Least Help.	Courses	Most Help.	Least Help.
Business Mathematics	_____	_____	Commerce	_____	_____
Bookkeeping	_____	_____	Accounting	_____	_____
English	_____	_____	Shorthand	_____	_____
Visual Arts	_____	_____	Typewriting	_____	_____
Other Subjects	_____	_____			

2. Those who checked the Home Economics courses please place a cross (x) in the columns below to show how helpful the courses have proven to be for you. Check three courses found to be most helpful and three found to be least helpful.

Courses	Most Help.	Least Help.	Courses	Most Help.	Least Help.
Cooking	_____	_____	Home Economics	_____	_____
English	_____	_____	Food Service	_____	_____
Visual Arts	_____	_____	Home Management	_____	_____
Home Economics	_____	_____	Home Science	_____	_____

Comments _____
 Please be sure to answer these questions on the last page.
 Please list the names of any other schools you have attended.
 How did the school help you? (If you have attended more than one school, list the names of the schools and the years you attended.)
 The school _____
 The school _____
 The school _____

APPENDIX C

COURSE OF STUDY

HOME ECONOMICS

<u>First Year:</u>	<u>No. of Periods*</u>	<u>Second Year:</u>	<u>No. of Periods*</u>
Citizenship I	2	Clothing II	6
Clothing I	7	English II	2
English I	3	Fabric Study I	1
Foods I	5	Foods II	5
General Science I	1	General Science II	1
Home Nursing I	2	Home Decoration I	2
Home Project	2	Home Management I	1
Mathematics	3	Home Nursing II	2
Nutrition I	2	Household Mechanics I	2
Related Science I	1	Mathematics II	2
		Nutrition II	1
		Related Science II	1
		Social & Economic Problems	2

COMMERCIAL

<u>First Year:</u>	<u>No. of Periods*</u>	<u>Second Year:</u>	<u>No. of Periods*</u>
Bookkeeping I	5	Bookkeeping II	6
Business Mathematics I	2	Business Mathematics II	4
English I	4	English II	4
First Aid I	1	First Aid II	1
Office Machines I	1	Office Machines II	2
Penmanship I	2	Penmanship II	1
Salesmanship I	4	Salesmanship II	1
Shorthand I	5	Shorthand II	4
Typewriting I	6	Typewriting II	5

*Period - One hour

Study Periods to total 30 hours

APPENDIX C

COURSE OF STUDY

HOME ECONOMICS

First Year:	No. of Periods*	Second Year:	No. of Periods*
Citizenship I	2	Clothing II	6
Clothing I	7	English II	2
English I	3	Family Study I	1
Food I	2	Food II	2
General Science I	1	General Science II	1
Home Nursing I	2	Home Nutrition I	2
Home Project	2	Home Management I	1
Mathematics	3	Home Nursing II	2
Nutrition I	2	Household Mechanics I	2
Related Science I	1	Mathematics II	2
		Nutrition II	1
		Related Science II	1
		Social & Economic Problems	2

COMMERCIAL

First Year:	No. of Periods*	Second Year:	No. of Periods*
Bookkeeping I	2	Bookkeeping II	6
Business Mathematics I	2	Business Mathematics II	4
English I	4	English II	4
First Aid I	1	First Aid II	1
Office Machines I	1	Office Machines II	2
Penmanship I	2	Penmanship II	1
Salesmanship I	4	Salesmanship II	1
Shorthand I	2	Shorthand II	4
Typewriting I	6	Typewriting II	2

*Period - One hour

Study Periods to total 30 hours

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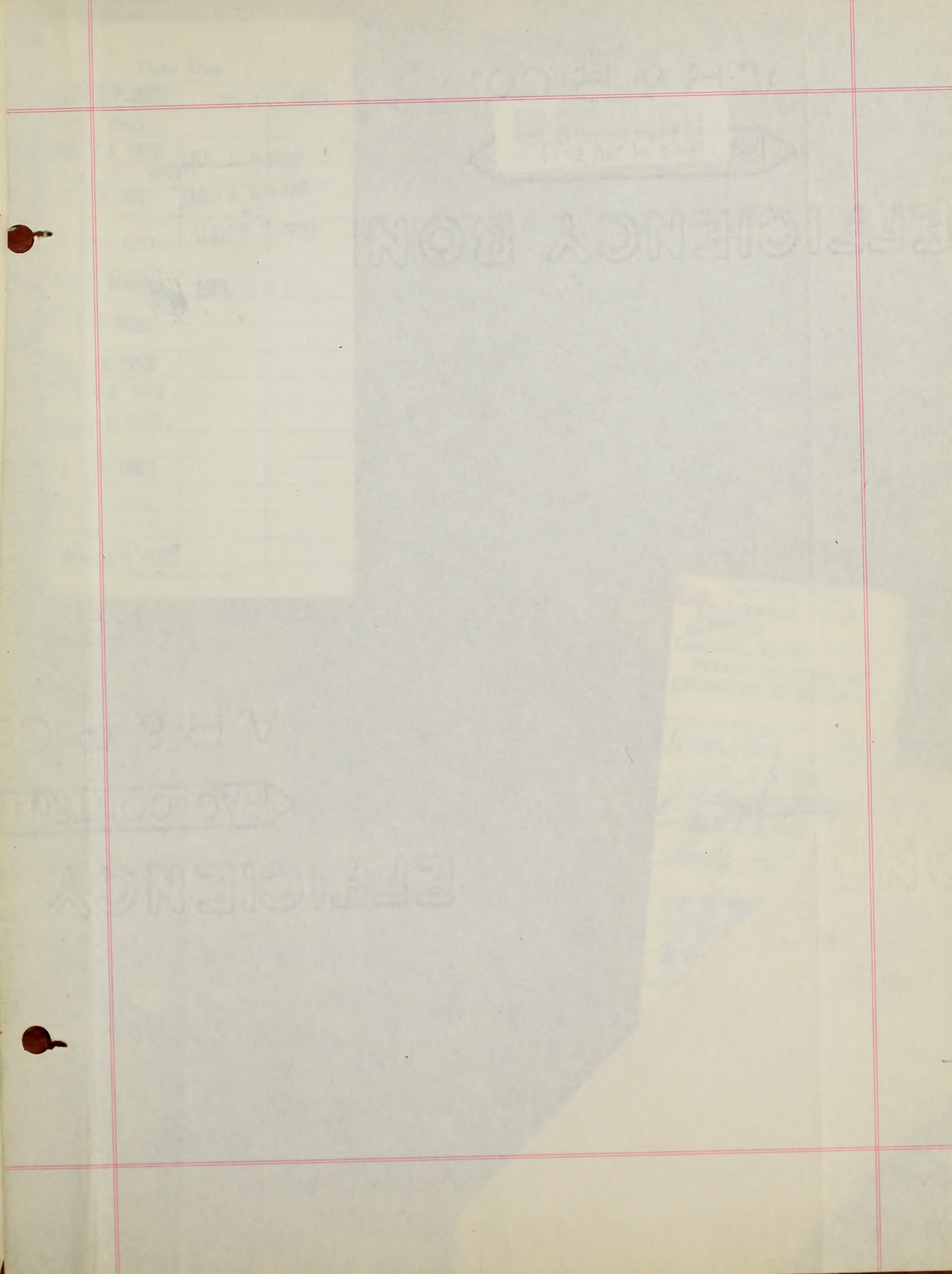
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